ERIC REPORT RESUME

ED 010 060   10-05-66   24   (REV)

INSTRUCTION OF HIGH SCHOOL STUDENTS IN READING FOR DIFFERENT PURPOSES
SMITH, HELEN K. * ANDRESEN, OLIVER S.
CTY09354 UNIVERSITY OF CHICAGO

CRP-1714
EDRS PRICE MF-$0.63 HC-$17.84   446P.

*READING, READING INSTRUCTION, READING PROGRAMS, *PROGRAM EVALUATION,
*INSTRUCTIONAL MATERIALS, *SECONDARY EDUCATION,
NILES TOWNSHIP HIGH SCHOOL WEST, CHICAGO, ILLINOIS

POTENTIAL BENEFITS TO BE DERIVED FROM PLANNED PURPOSEFUL READING INSTRUCTION WERE STUDIED. TWELVE PURPOSES WERE THEN SELECTED FOR PURPOSEFUL READING AT THE NINTH-GRADE HIGH SCHOOL LEVEL. STUDENTS IN THE EXPERIMENTAL GROUP AND CONTROL GROUP WERE THEN SELECTED ON THE BASIS OF NEED FOR PURPOSEFUL READING INSTRUCTION. INDIVIDUALS IN THE CONTROL AND EXPERIMENTAL GROUPS WERE MATCHED ON THE BASIS OF READING INVENTORY SCORES AND I.Q. PLANNED PURPOSEFUL READING INSTRUCTION WAS THEN GIVEN TO THE EXPERIMENTAL GROUP AND EVALUATED. THE EXPERIMENTAL EVALUATION WAS COMPARED WITH AN EVALUATION OF CONTROL GROUP INSTRUCTION. INSTRUCTION IN BOTH GROUPS WAS OBSERVED BY A READING RESEARCH ASSOCIATE TO ASCERTAIN PROCEDURES AND METHODS USED BY TEACHERS. EFFECTIVENESS OF THE INSTRUCTIONAL TECHNIQUES USED WAS COMPARED. ANALYSIS OF COVARIANCE WAS USED TO ADJUST FOR DIFFERENCES IN I.Q. OR PURPOSEFUL READING PRETEST SCORES. EXPERIMENTAL SUBJECTS DID NOT READ SIGNIFICANTLY BETTER THAN THE CONTROL GROUP FOR THE 12 STUDY PURPOSES SELECTED. HOWEVER, THE RESULTS INDICATE THAT THE PERCENTAGE OF STUDENTS SCORING ABOVE ONE STANDARD DEVIATION WAS HIGHER IN THE EXPERIMENTAL GROUP. IT WAS CONCLUDED THAT THE MATERIALS DEVELOPED FOR INSTRUCTION AND TESTING HAD BEEN USED SUCCESSFULLY AND THAT PLANNED PURPOSEFUL READING INSTRUCTION WAS SUPERIOR TO INCIDENTAL INSTRUCTION. (WN)

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

INSTRUCTION OF HIGH SCHOOL STUDENTS IN READING FOR DIFFERENT PURPOSES

Cooperative Research Project No. 1714

Helen K. Smith, Chief Investigator
Assisted by
Oliver S. Andresen

The University of Chicago

1966

The research reported herein was supported by the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

ED010060

ACKNOWLEDGMENTS

Many people and agencies have made this study possible. Without the support of the United States Office of Education this investigation could not have been undertaken. The investigator is indebted to Mr. Oliver Andresen, who was the research associate for the duration of the study, and to Mrs. Sandra Hatch and Mrs. Joan Staples who were members of the research team.

Appreciation is extended to Dr. Helen M. Robinson and to Dr. Benjamin Bloom who offered suggestions and advice regarding problems encountered in the study; to Katherine Kennedy, Chairman of the English Department at Niles Township High School West, to the freshman English teachers, and to the students who participated in the study or in the preliminary investigations; to Dr. Richard Wolf, Mr. Robert Panos, and Mr. Joel Weiss for statistical assistance; the English and reading teachers in the Chicago area who helped in the selection of the purposes for this study; to the members of the Reading Seminar for their many suggestions; and to the reading specialists who acted as judges.

The investigator wishes to thank also the different members of the Reading Clinic staff who tried out selections, offered suggestions, assembled materials, scored tests, and helped in other numerous ways; to the secretaries whose services were very valuable; and to all others who helped to make this study possible.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS.................................... ii

LIST OF TABLES v

Chapter

I. INTRODUCTION 1

Purpose of the Study
Significance of the Study
What This Study Proposes
Organization of the Report

II. REVIEW OF THE LITERATURE PERTAINING TO PURPOSES FOR READING 7

Opinions of Experts Concerning the Nature of Reading
The Development of a Conceptual Framework of Purposes for Reading
Expert Opinion Related to the Secondary Purposes for Reading
Research Related to the Secondary Purposes for Reading

III. METHODS AND PROCEDURES USED IN THIS STUDY 27

Definitions of Terms
Hypotheses to be Tested
Selection of Purposes to be Used in the Study
The Development of the Experimental Test of Purpose
The Development of the Reading Inventory
The Development of Instructional Materials and Teaching Procedures
Reading Instruction in Ninth Grade English Classes
Evaluation of the Effectiveness of Instruction
References

TABLE OF CONTENTS--Continued

IV. ANALYSIS OF THE DATA 64

Analysis of Data for Experimental and Control Subjects
Analysis of Data for Experimental and Control Classes
Descriptions of Ways Students Read for Different Purposes
Chapter Summary
References

V. SUMMARY, CONCLUSIONS, AND IMPLICATIONS 111

Limitations of the Study
Findings Related to the Hypotheses
Ancillary Findings
Major Conclusions
Implications of the Findings
Suggestions for Future Research
Concluding Statement

APPENDIXES
A. THE TEST OF PURPOSE 128
B. THE READING INVENTORY 267
C. INSTRUCTIONAL MATERIALS 271
D. OBSERVATION SHEET 414
E. TABLES 417

BIBLIOGRAPHY 430

LIST OF TABLES

Table Page

1. Conceptual Framework of Purposes 12
2. Comparison of Experimental and Control Subjects in Reading for Different Purposes 66
3. Comparison of Experimental and Control Subjects in Identifying Appropriate Purposes for Different Selections 68
4. Comparison of Experimental and Control Subjects on Level of Comprehension 70
5. Comparison of Experimental and Control Subjects on Rate of Comprehension 71
6. Comparison of Responses of Experimental and Control Subjects on the Reading Inventory........ 76
7. Per Cent of Subjects Who Remembered the Pre-stated Purpose 78
8. Comparison of Performance of Experimental and Control Classes in Reading for Different Purposes 82
9. Comparison of Performance of Experimental and Control Classes in Reading for Different Purposes 83
10. Comparison of Performance of Experimental and Control Honors Classes in Reading for Different Purposes 84
11. Comparison of Performance of Experimental and Control Classes in Identifying Appropriate Purposes for Selections 85
12. Comparison of Results of Experimental and Control Regular Classes in Identifying Appropriate Purposes for Reading 86

LIST OF TABLES--Continued

Table | Page

13. Comparison of Results of Experimental and Control Honors Classes in Identifying Appropriate Purposes for Reading 86

14. Comparison of Results of Experimental and Control Classes on Level of Comprehension 88

15. Comparison of Results of Experimental and Control Regular Classes on Level of Comprehension 88

16. Comparison of Results of Experimental and Control Honors Classes on Level of Comprehension 89

17. Comparison of Results of Rate of Reading for Experimental and Control Classes 89

18. Comparison of Results of Rate of Reading for Experimental and Control Regular Classes 90

19. Comparison of Results of Rate of Reading for Experimental and Control Regular Classes 90

20. Per Cents of Honors Students Who Remembered Purposes for Which They Read 93

21. Per Cents of Regular English Students Who Remembered Purposes for Which They Read 94

22. Mean Per Cent of Correct Responses for Each Purpose 98

23. Per Cents of Correct Responses on the Reading Inventory 418

24. Per Cents of Subjects Who Did Not Reread 419

25. Per Cents of Subjects Who Did Not Skip 419

26. Per Cents of Subjects Who Related Ideas to their Experiential Background 420

27. Per Cents of Subjects Reporting Other Behaviors 421

28. Per Cents of Correct Responses on the Reading Inventory 422

LIST OF TABLES--Continued

Table | Page

29. Per Cents of Honor Students Who Did Not Reread 423

30. Per Cents of Honor Students Who Did Not Skip When They Read 423

31. Per Cents of Honor Students Who Related Ideas to their Experiential Background 424

32. Per Cents of Honors Students Reporting Other Reading Behaviors 425

33. Per Cents of Regular Students Who Did Not Reread 426

34. Per Cents of Regular Students Reporting Other Behaviors 427

35. Per Cents of Regular Students Who Did Not Skip When They Read 428

36. Per Cents of Regular Students Who Related Ideas to their Experiential Background 429

CHAPTER I

INTRODUCTION

Purpose of the Study

The major purpose of this investigation was to determine the effectiveness of direct, planned instruction in purposeful reading for high school students. This study was designed to ascertain if high school freshmen who attempted to read for different purposes but used similar techniques could learn to adjust their reading to specific purposes by systematic instruction, and, as a result, if they would read significantly better than those taught by the general procedures used in English classes.

Although reading authorities have frequently used the term purpose for reading and have given examples of it as they have perceived it, they have rarely defined purpose; instead, the meaning must be inferred from the examples which are given. Consequently, because of the various kinds of purposes cited in the literature, there has been confusion concerning the meaning of purpose for reading.

There appear to be two major kinds of purposes for reading: first, the broad, general purposes, or life purposes and motives for which a reader selects and reads particular articles or books, here considered to be the primary purposes for reading;

and, second, the different kinds of comprehension skills, which will here be termed secondary purposes for reading.

Examples of primary purposes are reading to extend one's range of information; to evaluate possible solutions to social or economic problems; to understand one's self; to achieve aesthetic appreciation; and the like. Examples of secondary purposes for reading include understanding the main idea; noting sequential order; making generalizations; and anticipating outcomes. This investigation is concerned with the secondary purposes for reading.

Significance of the Study

This research is based upon an earlier intensive study made by the investigator in which high school seniors were asked to read for two widely divergent purposes, namely for general impressions and for details. The data revealed that the twelfth-grade subjects could not recall having been taught how to make adjustments in their reading to harmonize with their purposes. The good readers had learned on their own to make some adjustments; poor readers appeared to be inflexible in their approach when they read for both purposes. The foregoing study revealed a need for an investigation to determine the effectiveness of planned systematic instruction in purposeful reading.

The present study is significant to education in a number of ways:

First, a well-informed citizenry is dependent upon the development by the schools of mature, independent readers. The opportunities to meet the demands of a democracy through reading have increased in the past quarter of a century. No longer is there a scarcity of reading materials. Newspapers, magazines, and books have extended the range of ideas and information basic to intelligent action and have become an essential part of the daily activities of more and more people. Today because of the demands placed upon citizens and the extensiveness of available reading materials, it is essential that students learn early to make appropriate adjustments and differentiations in their reading.

Second, the ability to interpret the printed page and to learn through reading is prerequisite to satisfactory achievement in high school. As the secondary school curriculum becomes increasingly diverse and demanding, students are expected to differentiate their mode of reading in order to perform satisfactorily in the different areas of the curriculum.

Third, the study is important to education because it will determine the success that can accrue when classroom teachers who have no training in reading teach purposeful reading. Furthermore, direct application of the abilities and skills in the daily assignments will demonstrate the relevance of these abilities, in contrast to the more frequent current practice of instruction in special reading classes given by a reading teacher.

Fourth, this study has educational significance because it will provide new methods, materials, procedures, and evaluation instruments for high school English teachers to use when they give instruction in reading for different purposes.

Fifth, no other study was located in which instruction in reading for different purposes at any grade level was provided. Reading experts have stated frequently that students should adjust their reading approach to different purposes but have rarely given suggestions concerning ways in which these adjustments can be made. This study made at the ninth grade level represents a first step in probing the effectiveness of planned instruction in purposeful reading.

What this Study Proposes

This study proposes to determine if high school students who attempt to read for different purposes but who do not differentiate their reading in harmony with their purposes can learn through instruction to make appropriate adjustments in their reading.

More specifically, the following hypotheses will be tested in this research:

1. Experimental subjects as a result of instruction will read significantly better than control subjects for the following purposes: details, main idea, comparison and contrast, sequence, cause and effect, generalizations, anticipation of outcome, sensory imagery, mood, characterization, fact and opinion, and persuasion.

2. Experimental subjects as a result of instruction in reading for different purposes will independently identify appropriate purposes for reading different selections significantly better than will control subjects.

3. Experimental subjects will achieve significantly better in comprehension and in rate of reading as a result of instruction in reading for different purposes than will control subjects.

4. Experimental subjects will adjust their reading techniques to the different purposes for which they have been taught to read significantly better than will control subjects.

In addition to the comparisons of experimental and control subjects selected for this study, the observed instructional techniques used in both the experimental and control classes will be related to the progress attained by all the members of these classes.

The study has two other purposes: First, the preparation and use of two forms of a test and an inventory to determine the competence of and the procedures used by students in reading for different purposes and instructional materials that can be utilized with any set of textbooks or commercially-published materials; and, second, concurrent with the construction of the test and the inventory, the obtaining of additional objective information through eye-movement photography to determine ways in which the students in this study read for different purposes.

Organization of the Report

This chapter has described the purpose, the significance, and the genesis of this study.

Chapter ii includes a review of the research and expert opinion concerned with the role of purpose in reading.

The methods and procedures by which data were obtained and analyzed in this study are given in chapter iii. This chapter also contains a description of the development of the evaluation instruments.

The data relative to the performance of the experimental and control subjects, as well as for all members of the experimental and control classes, in reading for different purposes, are presented in chapter iv.

Finally, chapter v presents a summary of the study, the major conclusions, the findings and their implications, the limitations of this study, and suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE PERTAINING TO PURPOSES FOR READING

The goal of this chapter is to review the opinions of experts and the findings of research relative to purposeful reading. Four major areas will be considered: the opinions of experts concerning the nature of reading, the development of a conceptual framework of purposes for reading, expert opinion related to secondary purposes for reading, and research related to the secondary purposes for reading.

Opinions of Experts Concerning the Nature of Reading

Reading authorities have long been concerned with adequate definitions of reading. Until the beginning of the twentieth century, reading was defined, principally by psychologists, as a mechanical process. Understanding of the printed page was omitted from the early definitions because the proponents believed comprehension and interpretation were supplementary thought processes.

Huey[1], who was one of the first scholars to oppose the narrow definitions of reading, regarded reading as a psychophysiological process with meaning being a vital part of the definition.

In 1917, Thorndike, like Huey, insisted that reading is not a simple or mechanical act. He was one of the first scholars to include the reader's purpose as an important aspect of the nature of reading:

> Reading is a very elaborate procedure, involving a weighing of each of many elements in a sentence, their organization in the proper relations one to another, the selection of certain of their connotations, and the rejection of others, and the cooperation of many forces to determine final response.
>
> ....
>
> Understanding a paragraph is like solving a problem in mathematics. It consists in selecting the right elements of the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each. The mind is assailed as it were by every word in the paragraph. It must select, repress, soften, emphasize, correlate and organize, all under the influence of the right mental set or purpose or demand.[2]

In the foregoing description, Thorndike referred to several aspects of the reading process: the selection, rejection, organization, and evaluation of the materials read in harmony with the reader's purpose or mental set.

Since that time reading authorities[3] have continued to broaden their definitions of reading and to relate the processes involved in reading to the purposes for reading. Gray's[4] description of the reading act is probably the most comprehensive one to date. According to Gray, reading involves word perception; understanding the author's literal, related, implied meanings; reacting thoughtfully and emotionally to these meanings; and finally assimilating the ideas gained in such a manner as to create new insights, generalizations, and ways of thinking and behaving. In comprehending the literal meaning the good reader, according to Gray, adopts an inquiring attitude, focuses attention on and anticipates meaning, fuses meanings into a stream of related ideas, follows the author's arrangement of ideas, recognizes their relative importance and use, visualizes the scenes and events described, adjusts speed of reading to difficulties faced, and utilizes all his mental resources in achieving his purpose. As the good reader gains the literal meaning, he also seeks to understand any message the author intended. He recognizes the type of material read and the author's purpose, mood, and attitude toward the subject or the reader; he recalls related experiences, recognizes implied meanings, and makes inquiries appropriate to the material read. He interprets in light of the author's purpose, mood, and attitude and in light of time and place settings and rhetorical devices. He follows arguments, recognizes unstated generalizations and conclusions, distinguishes between his own ideas and those of the author; he recognizes the author's problem, questions faced, frame of reference, assumptions, generalizations, and conclusions; he sees the implications of and recognizes the application of the problems the author faces. In the foregoing description Gray delineated the complexities of the reading act.

The Development of a Conceptual Framework of Purposes for Reading

Reading specialists have long contended that the reader's purpose is an integral part of successful reading. However, much confusion has resulted from the literature about purposeful reading for at least four reasons: 1. The authorities, for the most part, have not defined purpose as they use the term. In lieu of definitions, they have presented lists or examples through which the reader must infer the different definitions. The 215 purposes cited by experts from the major lists between the years 1924 and 1962 have been collated by Smith.[5]

2. The terminology of different experts differs. The factors some specialists have identified as purposes have also been termed uses of reading, reading "sets", habits of reading, comprehension skills or abilities, aspects of reading, study skills, reading study skills, or motives for reading. In addition, some authorities use several terms interchangeably without any delineation.

3. At least two kinds of purposes for reading are included in most lists: (a) the life purposes or motives for reading, considered here as primary purposes, and (b) desired behaviors and/or instructional objectives related to comprehension, termed in this study as secondary purposes.

4. Many extraneous factors which may be important in reading but are not readers' purposes per se are included in these lists, such as writers' purposes, style of writing, content of the selections, writers' points of view, the literary type, and techniques used in reading for different purposes,

such as the selection, analysis, organization, and evaluation of the content and relating the content to one's personal experience.

From the lists of purposes advanced by authorities in reading, this investigator has developed a conceptual framework.[6] It is not assumed that this outline is the only way in which the same ideas may be ordered. The conceptual framework in Table 1 is divided into two main sections:the writers' purposes and the readers' purposes.

Both the primary and secondary purposes appear to be interrelated and dependent upon each other. There is no published research which shows this inter-dependency among the purposes; yet subjective opinion points to this assumption.

The general impression or general idea of a selection, as used in this framework, is not necessarily the same as the main idea. A reader may understand an idea in a general way but may not have analyzed the content to determine the author's main thought.

Reading to understand details and the main idea are considered basic to all other secondary purposes in this framework. Reading to understand ideas in sequential order, to follow directions, to make comparisons, to relate cause and effects of ideas or phenomena, and to understand or to reach generalizations and conclusions appear to be dependent upon the reader's skill in reading for details and for main ideas. Interrelated with any or all of the foregoing are reading to

TABLE 1

CONCEPTUAL FRAMEWORK OF PURPOSES

Writers' Purposes

Writers' General Purposes

1. To entertain
2. To inform
3. To influence
4. To experiment with literary forms

←Stated or implied meanings→

Elements Used by Writers in the Development of Their Purposes

1. Content
2. Grammatical structure
3. Style of writing
4. Vocabulary
5. Literary types (poetry, prose, drama, etc.)
6. Literary techniques (climax, rhythm, foreshadowings, flashbacks, setting)
7. Point of view
8. Organization

Readers' Purposes

Readers' Primary or Life Purposes for Reading

1. Enjoyment
2. Intellectual demands
3. Utilitarian purposes
4. Socio-economic demands
5. Vocational or avocational interests
6. Personal, social needs
7. Problem solving
8. Spiritual or religious needs; personal stimulation

TABLE 1.--Continued

Bases for Other Purposes in Reading

Readers' Secondary Purposes for Reading (School Objectives Related to Comprehension and Rate)

1. General impression or general idea related but not necessarily basic to:
2. Details
3. Main idea
4. Sequence (time, space, ideas)
5. Directions (to be followed)
6. Comparison
7. Cause and effect
8. Generalizations; conclusions

Anticipation of ideas; prediction of outcomes

Characterization; descriptions

Mood; tone

Sensory imagery

Fact and opinion; fact and fiction

Literal or Inferential Meanings

Techniques Used in Reading for Any or All Secondary Purposes

1. Getting meaning from thought units of increasing length
2. Locating information effectively
3. Using author's aids to obtain meaning related to one's purpose
4. Selecting information for one's purpose
5. Organizing and recording what one has read
6. Analyzing and/or reorganizing content
7. Evaluating information
8. Relating one's personal experience to what is read or *vice versa*

The extent to which these techniques are used depends upon such factors as:

1. Intensity with which the reader wishes to pursue the topic
2. The amount to be retained
3. The use which the reader will make of the content
4. The readers' previous knowledge of the subject

anticipate ideas or to predict outcomes, to understand characterization and descriptions, to determine the mood or tone of a selection, to distinguish between fact and opinion and between fact and fiction, and to understand sensory imagery. It appears that a reader may be called upon to achieve the foregoing purposes by understanding the literal meanings, the implied meanings, or both the literal and implied meanings.

Expert Opinion Related to the Secondary Purposes for Reading

Reading authorities have been prolific in expressing opinions concerning the secondary purposes for reading or desired behaviors related to reading comprehension. These opinions have challenged a limited number of researchers; however, there is a paucity of reported research in this area.

Experts[7] have suggested that the different processes used in reading are dependent upon one's purpose for reading. Mature readers have a purpose for reading and read in harmony with their purposes.[8] Good readers can make the necessary adjustments in reading because there is a reason to do so.[9]

Two kinds of adjustments to the purpose for reading are recommended: the procedures used in reading and the rate of reading. Gates defined the best reader as"the one who comprehends the material with a rather high degree of accuracy for the purpose in mind."[10] Other experts[11] have stated that both accuracy of interpretation and depth of comprehension are dependent, at least in part, on the purpose for reading.

Shores[12] emphasized that it was impossible to evaluate a reader's skill and techniques without knowing the purpose for which one reads. McKee stated that the reader must learn to adjust "the intensity of his demand for exactness of meaning to the purpose for which he is reading."[13] The reading technique should be well selected for the purpose for which the reading is done.[14]

The second adjustment which readers should make is in the choice of rate appropriate to the purpose for which one is reading. Reading authorities[15] agree that the rate of reading used by the versatile reader is dependent on his purpose, his familiarity with the content, and the difficulty of the material.

A good reader does not necessarily read an entire selection for the same purpose and at the same rate; he may use different rates of reading for the same purpose.[16] He may read for several purposes during a single sitting,[17] or he may change his purpose within the selection or book he is reading.[18]

Gates emphasized the complexity of the problem:

> It should be noted also that a person may read for various combinations of purposes. For example, he can read merely to get the main ideas of a selection or he can read to note the main ideas, also to size up their importance or variety, and at the same time to keep them together in order to permit him to make a brief summary of them. When we realize that reading can be done at a great variety of speeds for a single purpose, or for any one of the large number of combinations of purposes, it is obvious that there are possible an enormous number of more or less definite patterns of reading reactions.[19]

The reader who has a purpose reads more effectively than if he does not have one.[20] If he does not have a clear purpose for reading, confusion may result.[21] A loss of time can result if the reader has not learned to adjust his reading to his purpose.[22] The reader who gives equal attention to all details in a selection may find himself so encumbered that he loses perspective.[23] Without a clear purpose for reading, the reader may fail to employ the various skills in an adequate manner during his independent reading.[24]

Because instruction and much experience appear to be needed before students become proficient in reading effectively different kinds of materials for different purposes, reading specialists[25] recommend that students be taught how to read for different purposes and how to adjust their reading techniques to these purposes, the content, and the difficulty of the selection. This instruction in adjusting reading techniques to different purposes should begin in the lower elementary grades and be extended through high school and college.[26] Instruction should include opportunities for all types of thinking related to purposes to take place both during and following the reading process and to "carry them forward to high levels of complexity and refinement."[27]

Instruction in reading for different purposes must not be incidental or unsystematic.[28] Students should know the purposes for which they are to read. Until the student can set his own purposes, the teacher should establish and clarify the purposes which are peculiar to each assignment.[29] Teachers should give prereading questions or explanations which are in harmony with the purposes they set.[30] There should also be a post-reading evaluation of comprehension with types of questions being in harmony with the purposes in reading. When the foregoing is done, "the reader is asked to exhibit only his comprehension of those types of facts he was instructed to read."[31] If questions asked by teachers are not in harmony with the purpose, pupils may become confused and their comprehension efficiency diminished.[32]

Research Related to the Secondary Purposes for Reading

Only a small number of researchers have investigated any aspects of the secondary purposes for reading. No studies were located in which subjects received instruction in purposeful reading as in the present investigation.

Through eye-movement photography Gray[33] and Judd and Buswell[34] early studied the relationship of purpose to reading with a limited number of subjects. In both studies the analysis of the influence of purpose was only a portion of a larger investigation. Gray photographed the eye-movements of three adult readers when they read prose and poetry to answer questions on the content and prose for the purpose of reproducing the content. Because these subjects made differentiations between the two purposes in reading, Gray concluded that they approached different reading purposes with different mental sets.

Judd and Buswell also found that the change in purpose of reading resulted in a difference in the mental processes involved in reading. The eye movements of twenty subjects were photographed when they were asked to read a passage rapidly merely to find out what it was about and carefully to answer questions about it. Some of these subjects made practically no response to the study attitude or the casual reading attitude, thus exhibiting a lack of flexibility in adapting their method of reading to their goal.

Although the foregoing studies by both Gray and Judd and Buswell were exploratory in nature and limited to a small number of subjects, they exerted a strong influence on both opinions and research which followed.

Other researchers[35] have studied the effect of different kinds of comprehension requirements on the eye movements of different kinds of readers. Experimenters[36] have also studied purpose indirectly by examining the rate of reading used by subjects when they read for different purposes. As a result of the latter kind of experimentation in determining relationships between rate of reading and purpose and of expert opinion concerning the desirability of flexibility of rate in harmony with the purpose, several experimenters[37] have developed tests of flexibility. The results of the foregoing tests are interpreted by the number of words read per minute and by the number of correct responses made to comprehension questions.

A series of studies[38] at the University of Illinois were concerned with purposeful reading in the content area subjects. The experimenters investigated two of the following purposes for reading: answering specific questions, finding the main idea, getting a sequence of ideas, understanding directions, or finding the best explanations for an event. Experimental tests in science and mathematics were developed.

The present study is a direct outgrowth of one done by Smith[39] in which good and poor readers at the twelfth grade level were asked to read for two different purposes, namely for details and for general impressions. The evidence secured from structured interviews revealed that good readers made more adjustments of their procedures to the two purposes than poor readers did. No subject remembered any instruction in purposeful reading in either the elementary or high schools. Both good and poor readers showed little insight into the variety of purposes for which one could read. No subject stated that it was possible to read for more than one purpose in any one content area subject, and no subject referred to any purpose for reading other than those with which the study was concerned.

One of the implications of this study led directly to the current investigation: Instruction in purposeful reading should be taught in high school so that students can become proficient in reading materials of increasing difficulty for different purposes. Without instruction in purposeful reading, the good readers in this study had devised ways to read for details and for general impressions but could have been more insightful about other purposes for reading. Poor readers without instruction had not learned on their own to make adjustments in harmony with their purposes as good readers had.

Although the foregoing study answered the questions upon which the hypotheses were based, other questions were raised. The current study was designed to seek answers to these questions. In the earlier study the following areas were identified as needing further research:

1. The identification of appropriate instructional methods to be used in teaching purposeful reading is needed. It is important to determine if students who attempt to read for different purposes but use similar techniques can learn to adjust their reading to specific purposes by systematic instruction, and if, as a result of such instruction, their general achievement in reading improves.

2. Suitable evaluation instruments to determine the reader's ability to read for different purposes should be constructed because no such tests are available.

Summary

The purpose of this chapter was to present a review of expert opinion and research concerned with purposeful reading. From the purposes suggested by reading authorities a conceptual framework was developed. Although many opinions have been expressed about purposeful reading, research in this area has been meager and inconclusive.

References

1. Edmund Burke Huey, The Psychology and Pedagogy of Reading (New York: Macmillan Company, 1908), p. 167.

2. Edward L. Thorndike, "Reading as Reasoning: A Study of Mistakes in Paragraph Reading," The Journal of Educational Psychology, VIII (June, 1917), 323, 329.

3. National Society for the Study of Education, The Yearbook Committee, "The Nature and Development of Reading," *Reading in the High School and College*, Forty-seventh Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1948), p. 32; Ruth Strang, Constance M. McCullough, and Arthur Traxler, *The Improvement of Reading* (New York: McGraw-Hill Company, Inc., 1961), p. 1.

4. William S. Gray, "The Major Aspects of Reading," *Sequential Development of Reading Abilities*, (Supplementary Educational Monographs, No. 90; Chicago: University of Chicago Press, 1960), pp. 8-24.

5. Helen K. Smith, "The Responses of Good and Poor Readers When Asked to Read for Different Purposes," (Unpublished Ph. D. dissertation, University of Chicago, 1965).

6. *Ibid*., pp. 35-36.

7. William S. Gray, "The Nature and Organization of Basic Instruction in Reading," *The Teaching of Reading: A Second Report*, Thirty-sixth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Ill.: Public School Publishing Co., 1937), pp. 65-131; Leo Fay, "How Can We Develop Reading Study Skills for the Different Curriculum Areas?" *The Reading Teacher*, VI (March, 1953), 12-18; David H. Russell, *Children Learn to Read* (2d ed.; Boston: Ginn and Company, 1961), p. 326.

8. Paul Witty, "Promoting the Normal Development of Pupils in Reading: In High Schools and Junior Colleges," *Co-operative Effort in Schools to Improve Reading* (Supplementary Educational Monographs, No. 56; Chicago: University of Chicago Press, 1942), p. 246; Lawrence W. Carrillo and William D. Sheldon, "The Flexibility of Reading Rate," *Journal of Educational Psychology*, XLIII (May, 1952), 300; William D. Baker, *Reading Skills* (Englewood Cliffs: Prentice-Hall, Inc., 1953), p. 1; Marvin Glock, *The Improvement of Reading* (Cambridge, Mass.: Houghton Mifflin Company, 1954), pp. 33-34; Lyle L. Miller, *Maintaining Reading Efficiency* (New York: Holt, Rinehart and Winston, 1959), p. 9; Homer J. Carter and Dorothy J. McGinnis, *Effective Reading for College Students* (New York: The Dryden Press, 1957), p. 16; Arthur S. McDonald, "A Reading Versatility Inventory," *Significant Elements in College and Adult Reading Improvement*, Seventh Yearbook of the National

Reading Conference (Ft. Worth: Texas Christian University Press, 1958), p. 48; Miles A. Tinker and Constance M. McCullough, *Teaching Elementary Reading*, (2d ed.; New York: Appleton-Century Crofts, Inc., 1962), p. 10.

9. Marvin D. Glock, "Developing Clear Recognition of Pupil Purposes for Reading," *The Reading Teacher*, XI (February, 1958), p. 166.

10. Arthur I. Gates, *The Improvement of Reading* (New York: The Macmillan Company, 1950), p. 367.

11. John Anthony O'Brien, *Reading: Its Psychology and Pedagogy* (New York: The Century Co., 1926), pp. 126-131; Emmett Albert Betts, *Foundations of Reading Instruction* (New York: American Book Company, 1946), p. 95; J. Harlan Shores, "Some Considerations of Invalidites of General Reading Tests," *Journal of Educational Research*, XL (February, 1947), 455; Paul McKee, *The Teaching of Reading in the Elementary School* (Cambridge: Houghton Mifflin Company, 1948), p. 336; John J. DeBoer, "Effect of Purpose on Reading and on the Kinds of Guidance Needed," *Improving Reading in Content Fields*, (Supplementary Educational Monographs, No. 62; Chicago: University of Chicago Press, 1947), p. 140.

12. Shores, *loc*. *cit*., p. 455

13. McKee, *op*. *cit*., p. 336.

14. Guy L. Bond and Eva Bond, *Developmental Reading in the High School* (New York: The Macmillan Company, 1941), p. 164.

15. Ernest Horn, "The Relation of Silent Reading to Efficiency in Study," *American Education*, XXIII (April, 1920), 349; Gerald Alan Yoakam, *Reading and Study* (New York: The Macmillan Company, 1928), p. 36; Gray, "The Nature and Organization of Basic Instruction in Reading," *loc*. *cit*., p. 115; Bond and Bond, *op*. *cit*., p. 161; Miles A. Tinker, "Rate of Work in Reading Performance as Measured in Standardized Tests," *Journal of Educational Psychology*, XXXVI (April, 1945), 227; Betts, *op*. *cit*., p. 95; DeBoer, *loc*. *cit*., p. 140; Shores, *loc*. *cit*. p. 455; McKee, *op*. *cit*., p. 336; Gates, *op*. *cit*. p. 445; Baker, *op*. *cit*., p. 17; Phillip B. Shaw, *Effective Reading and Learning* (New York: Thomas Y. Crowell Company, 1955), p. 48; Paul D. Leedy, *Reading Improvement for Adults* (New York: McGraw-Hill Book Company, Inc.,

1956), p. 160; John J. DeBoer and Martha Dallmann, The Teaching of Reading (New York: Henry Holt and Company, 1960), p. 156; Tinker and McCullough, op. cit., p. 10; George D. Spache, Toward Better Reading (Champaign: Garrard Publishing Company, 1963), p. 78.

16. Gates, op. cit., p. 364.

17. Ibid., pp. 363-364.

18. Ibid., p. 364.

19. Ibid.

20. McKee, op. cit., p. 288.

21. Harry Grove Wheat, The Teaching of Reading (Boston: Ginn and Company, 1923), p. 292.

22. O'Brien, op. cit., p. 127; Yoakam, op. cit., p. 233; Glock, The Improvement of Reading, op. cit., p. 33.

23. DeBoer and Dallmann, op. cit., p. 122.

24. Glock, "Developing Clear Recognition of Pupil Purposes for Reading," loc. cit., p. 168.

25. Bernice C. Leary, "The Role of Reading in the Content Fields," Improving Reading in Content Fields (Supplementary Educational Monographs, No. 62; Chicago: University of Chicago Press, 1947), p. 13; William S. Gray, "Essential Objectives of Instruction in Reading," Report of the National Committee on Reading, Twenty-fourth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois: Public School Publishing Company, 1925), p. 15; Bond and Bond, op. cit., p. 160; Paul Witty, Reading in Modern Education (Boston: D. C. Heath and Co., 1949), p. 154; Russell, op. cit., p. 326; Dora V. Smith, "Effect on Interpretation of the Reader's Purpose, the Author's Purpose, and the Type of Material Read," Reading in Relation to Experience and Language (Supplementary Educational Monographs, No. 58, Chicago: University of Chicago Press, 1944), p. 95.

26. William S. Gray, "Reading," Survey of the St. Louis Public Schools, II, Part IV (Yonkers-on-Hudson, N. Y.: World Book Co., 1918), 117-86; Yoakam, op. cit., p. 234; Gray, "Essential Objectives in Instruction in Reading," loc. cit., p. 15.

27. Gates, *op. cit.*, p. 362.

28. McKee, *The Teaching of Reading in the Elementary School*, *op. cit.*, p. 288; Yoakam, *op. cit.*, p. 233; Witty, "Promoting the Normal Development of Pupils in Reading: In High Schools and Junior Colleges," *loc. cit.*, p. 246.

29. Yoakam, *op. cit.*, p. 234; Witty, *Reading in Modern Education*, *op. cit.* p. 154; Betts, *op. cit.*, pp. 95-96; McKee, *The Teaching of Reading in the Elementary School*, *op. cit.*, p. 288; Russell, *op. cit.*, p. 326; Tinker and McCullough, *op. cit.*, p. 216; DeBoer and Dahlman, *op. cit.*, p. 35; Spache, *op. cit.*, p. 77.

30. Spache, *op. cit.*, p. 77.

31. *Ibid.*

32. *Ibid.*

33. Clarence Truman Gray, *Types of Reading Ability as Exhibited Through Tests and Laboratory Experiments* (Supplementary Educational Monographs, No. 5; Chicago: University of Chicago Press, 1917).

34. Charles Hubbard Judd and Guy Thomas Buswell, *Silent Reading: A Study of the Various Types*, (Supplementary Educational Monographs, No. 23; Chicago; University of Chicago Press, 1922).

35. Robert Y. Walker, "The Eye-Movements of Good Readers," *University of Iowa Studies in Psychology*, XVII (*Psychological Monographs, Vol. XLIV, No.* 3: Princeton, N. J.: Psychological Review Co. 1932), 95-117; Irving H. Anderson, "Studies in the Eye-Movements of Good and Poor Readers," *Studies in Psychology of Reading*, I (University of Iowa Studies in Psychology, No. 21; Psychological Monographs, Vol. XLVIII, No. 3; Princeton, New Jersey: Psychological Review Co., 1937), 1-35.

36. Thorsten R. Carlson, "The Relationship between Speed and Accuracy of Comprehension," *Journal of Educational Research*, XLII (March, 1949), 500-512; Charles T. Letson, "The Relative Influence of Material and Purpose on Reading Rates," *Journal of Educational Research*, LII (February, 1959), 238-240; Sister M. Herculane, O.S.F., "A Survey of the Flexibility of Reading Rates and Techniques According to Purpose," *Journal of Developmental Reading*, IV (Spring, 1961), 207-10;

J. Harlan Shores, "Are Fast Readers the Best Readers? A Second Report," Elementary English, XXXVIII (April, 1961), 236-45.

37. Letson, loc. cit.; George Spache, "Diagnostic Tools," Exploring the Goals of College Reading Programs, Fifth Yearbook of the Southwest Reading Conference for Colleges and Universities (Fort Worth: Texas Christian University, 1955), 121-23; William D. Sheldon, "Diagnostic Techniques and Tools," Exploring the Goals of College Reading Programs, Fifth Yearbook of the Southwest Reading Conference for Colleges and Universities, (Fort Worth: Texas Christian University, 1955), pp. 116-118; McDonald, loc. cit., pp. 48-53.

38. Vernon Earl Troxel, "Reading Eighth Grade Mathematical Materials for Selected Purposes," (unpublished Ed. D. thesis, University of Illinois, 1959); J. Harlan Shores, "Reading of Science for Two Separate Purposes as Perceived by Sixth Grade Students and Able Adult Readers," Elementary English, XXXVII (November, 1960), 464-68; J. Harlan Shores, "Reading Science for Two Distinct Purposes," Elementary English, XXXVII (December, 1960), 546-53; Paul William Koester, "Reading Science Materials for Two Specific Purposes at the Sixth Grade Level,"(unpublished Ed. D. thesis, University of Illinois, 1960); Esther Pauline Roossinch, "Purposeful Reading of Science Materials by Scientists and Children,"(unpublished Ed. D. thesis, University of Illinois, 1960).

39. Smith, op. cit.

CHAPTER III

METHODS AND PROCEDURES USED IN THIS STUDY

The major goal of this study was to determine if high school freshmen who did not adjust their reading to different purposes could learn to read for a variety of purposes through planned, systematic instruction and, as a result of this instruction, if these students would read significantly better than students taught by general procedures in English classes.

The aim of the present chapter is to define terms essential to the study; to present the hypotheses; and to describe the manner in which the purposes for this study were selected, the development of evaluation instruments and instructional materials for this experiment, the identification of subjects, and the reading instruction in the experimental and control ninth grade English classes.

Definitions of Terms

The following definitions are basic to this study:

Purpose for reading is the "set" used to determine that which the reader intends to get from the selection. Purposes in this study are conceived as being those instructional objectives or desired behaviors related to comprehension in reading.

Honors English classes are the sections for able students who scored on placement tests at the eleventh grade or higher in English and reading and who have an intelligence quotient of approximately 125 or higher.

Regular English classes, like the Honors English classes, are college preparatory. Students in these classes made grade equivalent scores at or above their grade level on the placement tests and have average or above-average intelligence quotients.

Experimental classes are those 14 English classes, including both Regular and Honors classes, in which purposeful reading was taught. Experimental students are all members of the experimental classes.

Control classes are those 15 English classes, also including both Regular and Honors classes, in which reading was taught by methods ordinarily used in English classes; purposeful reading was not included in the curriculum of control classes. Control students are all members of the control classes.

Experimental subjects are the 62 students from the experimental classes who scored low on the two parts of the Test of Purpose, 50 being from the Regular English classes and 12 from the Honors classes.

Control subjects are the 62 students from the control classes who were matched with the group of experimental students on scores on the Test of Purpose and intelligence quotients. Fifty were from the Regular English classes, and 12 were from the honors classes.

The following definitions of specific purposes were developed, with the assistance of high school students, for the Test of Purpose, Part I:

Anticipation of outcome is looking ahead for a possible ending to a story or for a possible answer to a question.

Cause and effect is seeing the reasons for a situation and the results of that situation.

Characterization is becoming acquainted with a fictional or biographical character by means of description or conversation.

Comparison and contrast is noting similarities and differences among persons, events, or ideas.

Details is noting single items or facts which seem to be more outstanding than anything else in the selection.

Fact and opinion is distinguishing between a true situation and some one's interpretation of that situation.

Generalization is noting general statements drawn from the information given in the selection.

Main idea is understanding the central thought of the selection.

Mood is understanding a strong feeling or atmosphere which predominates in a selection.

Persuasion is recognizing an author's attempts to change or influence the reader's opinions or ideas.

Sensory imagery is forming vivid images or pictures from a description (almost being able to see, hear, or touch objects).

Sequence is noting the order in which information is given, such as time or place order.

Hypotheses to be Tested

This study is concerned with the effectiveness of planned instruction in purposeful reading at the ninth grade level. The following hypotheses were tested:

1. Experimental subjects as a result of instruction will read significantly better than will control subjects for the following purposes: details, main idea, comparison and contrast, sequence, cause and effect, generalizations, anticipation of outcomes, sensory imagery, mood, characterization, fact and opinion, and persuasion.

2. Experimental subjects as a result of instruction in reading for different purposes will independently identify appropriate purposes for reading different selections significantly better than will control subjects.

3. Experimental subjects will achieve significantly better in comprehension and in rate of reading as a result of instruction in reading for different purposes than will control subjects.

4. Experimental subjects will adjust their reading

techniques to the different purposes for which they have been taught to read significantly better than will control subjects.

In addition to the foregoing comparisons of the performance of experimental and control subjects selected for this study, similar comparisons were made for all the members of the experimental and control classes.

The study had two secondary functions: First, evaluation instruments to determine the competence of students in reading for different purposes and instructional materials that could be utilized with any set of textbooks or commercially-published materials were prepared and used in this study. Second, additional information was obtained through eye-movement photographs and interviews to determine ways in which students read for different purposes.

Selection of Purposes to Be Used in the Study

In a previous study[1] a review of the literature yielded a list of 215 purposes for reading as stated by reading experts. Because this list was too extensive and unwieldy to be used in entirety in this study and because some of the purposes were not appropriate to the goals of the study, it was necessary to eliminate or to combine purposes. The following criteria were used for the abridgement of the list:

1. Purposes which were worded in a similar manner were combined.

2. Those purposes considered to be primary purposes,

as defined in this study, were omitted.

3. Extraneous factors which may be important to reading but which are not readers' purposes _per se_ were not included (such as writers' purposes, style of writing, context of the selections, writers' points of view, the literary type, and techniques used in reading.)

4. Purposes which did not appear directly related to the English curriculum were eliminated.

The original list was reduced to the following fifteen purposes: to determine the main idea or central thought; to note details or facts; to understand comparisons and/or contrasts; to detect persuasive techniques; to understand characterization; to draw inferences; to understand the writer's organization; to identify the tone or mood; to follow or to establish sequence of events, ideas, steps; to understand and to make generalizations; to arrive at conclusions; to anticipate outcomes; to distinguish between fact and opinion or fact and fiction; to sense relationships; and to understand sensory imagery.

The foregoing list of purposes was presented to two groups of high school reading and English teachers and to a seminar of doctoral students in reading for criticism and suggestions. All purposes were discussed thoroughly. As a result of these meetings, the list was refined and reduced further. Some of the purposes were considered to be too general for inclusion in the study. For example, such purposes as understanding the writer's organization, sensing relationships, and drawing inferences encompassed other purposes and were consequently too broad for the study. Other purposes were considered to be highly similar and were therefore combined: mood and tone, conclusions and generalizations; fact and opinion and fact and fiction; general idea and main idea; and sequence and following directions. Cause and effect was added.

The purposes finally selected included the following: main idea, details, comparison and contrast, sequence, cause and effect, generalizations, anticipation of outcome, mood, sensory imagery, characterization, fact and opinion, and persuasion.

The Development of the Experimental Test of Purpose

One of the secondary goals essential to the testing of the hypotheses was to develop evaluation instruments to assess the competence of high school freshmen in reading for different purposes. This step was necessary to the study because no evaluation instrument which examined the ability of students to read for different purposes and the procedures they used in reading for these purposes was found. Two forms of an experimental Test of Purpose (Appendix A) and one form of a Reading Inventory (Appendix B) were planned and developed. One form of the test was needed to identify experimental and control subjects and to assess the ability of students in experimental and control classes in reading for different purposes; the second, to determine the progress of the two groups after the planned period of instruction.

Part I of the Test of Purpose was planned to assess the ability of students to identify the most appropriate purpose for which selections should be read. In Part II the students would be asked to read different selections, each for a prestated purpose; to answer questions based upon the context; and to indicate how they read each selection.

The first step in the development of the experimental purpose test was the writing of brief, original selections, each prepared to be read for one of the purposes chosen for this study, and the preparing of the definition of terms to be used in the first part of the test. In order to assess students' abilities in purposeful reading, it was necessary that the test selections be as appropriate as possible for the purpose for which they were intended. Materials were written by the research team in lieu of those already published for several reasons: 1. An examination of published materials revealed that these selections are often appropriately read for several purposes and were, therefore, not precise enough for inclusion in the test. 2. Selections varied in length and in readability levels. 3. Different styles of writing might have presented an unnecessary variable to purposeful reading.

A total of 325 selections, ranging in length from 106 to 360 words, was written. The content included a variety of kinds of subject matter, such as fictitious incidents or characters; interesting events in the lives of important people; descriptions of geographical places, historical events, weather conditions, natural phenomena, scenery; comments on literary works; and the like. An attempt was made to write selections which would be interesting for ninth grade students or which would be similar to materials they would read for their content area subjects. The selections were then edited and refined.

To determine the validity of each selection, all of the materials were submitted to a panel of reading specialists who read and judged independently their appropriateness for the purpose for which they should be read. A list of definitions, to be included in Part I of the Test of Purpose, accompanied the directions. If two of the three specialists agreed with the three members of the research team, who were in accord concerning the appropriateness of the selections for the different purposes, these selections were considered suitable for possible inclusion in the test. The selections not given this degree of agreement were edited and submitted to the judges again or were not used in the test.

Test selections were next tentatively chosen for either Part I or Part II of the test; were matched on the basis of content, style of writing, length, and reading difficulty; and were assigned to Form A or Form B of the test. The primary goal here was to make the two forms of the test as nearly comparable as possible.

Preliminary experimentation was conducted with high school students from the University of Chicago Laboratory School and with ten students who attended other private schools near Chicago. The definitions, sample selections, and questions for both parts were presented to them for their reactions and their suggestions for refinement and clarification of the definitions and the selections. Each student, in these trial periods, was asked for what purpose various selections should be read. The time required for these students to read the selections was noted in order to provide estimates of the number of selections to be included in the entire test. These students also read and criticized the definitions of purposes prepared by the research team to be used in Part I. All criticisms and suggestions were noted and considered in the revision of the definitions.

Three preliminary investigations of Part I were made between April 25, 1962, and May 27, 1962, in freshman English classes in Niles Township High School West. These pilot studies were conducted for the purposes of gaining insight concerning strengths and weaknesses of the test, reactions of high school students to the test selections, the time required for the administration of the test, reliability of the test, comparability of the two forms, and the adequacy of the directions.

In each of the three preliminary investigations the two forms of Part I of the experimental Test of Purpose were administered in four freshmen English classes on two successive days. The two forms of the test were given on successive days so that the comparability of the two could be studied more satisfactorily than if a longer period of time elapsed. To negate possible practice effects which might result from taking one part first, Form A was administered to one class on the first day and Form B on the next; the other two English classes were given Form B on the first day and Form A on the second.

Part I of the experimental Test of Purpose was found to be a facile instrument to administer. The students found the definitions to be clear and understandable and the selections to be interesting. No selection was correctly identified by all students; however, no selection was identified incorrectly by all.

Before the third preliminary investigation the following changes were made:

1. Selections which had a readability level below or above seventh-eighth grade, as determined by the Dale-Chall readability formula,[2] were reworded so that the readability of all selections was seventh-eighth grades. This level was chosen because the test was designed for ninth grade students and because vocabulary should not influence the students' understanding of the materials to be read. One level of difficulty was used so that purposeful reading would not be complicated by another variable, the difficulty of the selection.

2. Two kinds of responses were tried out in the first two investigations: multiple-choice and matching. To reduce the element of chance in answering the questions, the matching type of question, as had been originally planned, was selected. Thus, the student would be directed to read a selection and to choose from the list of twelve purposes the one which was most appropriate for the purpose for which he read.

3. Two selections which had previously been matched were not similar in difficulty. One of these selections and the questions were revised.

4. Two sample selections were added to the directions in order to clarify the task asked of the students.

An analysis of the results revealed that the internal reliability of Form A was .86 and that of Form B, .92, according to the Kuder-Richardson formula.[3] The coefficient of correlation between the two forms, as determined by the Pearson product moment statistic,[4] was .72. Therefore, the statistical analysis of the results from the third preliminary investigation showed that both forms of the first part of the test could be used the following year to test the second hypothesis.

The two forms of Part I, then, consist of 24 selections, two chosen for each of the twelve purposes basic to this study. The definitions of the purposes accompanied the selections so that a variety of interpretations would not interfere with the goal of the test. Students were also given mimeographed copies of the directions for taking Part I, which included two sample selections, and were asked to match each selection with the appropriate purpose for reading. Thirty minutes were allotted for the taking of this part of the test.

The two forms of Part II were developed, tested, and refined in a similar way as Part I was. The aim of the second part of the Test of Purpose was to determine the effectiveness of students in reading for pre-stated purposes and the procedures they used in reading for these purposes. Because of time limitations in the taking of this test one selection was chosen for each purpose instead of two as in Part I.

Two kinds of questions were prepared for this section of the test: first, questions based upon the content and appropriate to the purpose for reading; and second, a check-list of reading behaviors pertaining to the procedures which might be used in reading for the prestated purposes. Five questions on the content of the selection with five multiple-choice responses were prepared for each selection tentatively included in the test. The questions and the selections were then submitted to a panel of reading specialists who chose responses which they considered to be the correct ones, judged the appropriateness of questions for the purpose each selection represented, and made constructive suggestions concerning the test. If questions were judged to be inappropriate for the pre-stated purpose for reading, they were either omitted or changed in harmony with the suggestions from the reading specialists. The revised or new questions were again submitted in like manner to these specialists. Because of the care with which the test materials were written and the questions were developed and because the experts agreed upon the appropriateness of both the selections and questions for each purpose, the test is considered to have construct validity.

The questions related to procedures used by students in reading for each purpose were those which yielded the most information in a prior study.[5] A check-list of 18 reading procedures followed the questions on the selection for each purpose; identical check-lists were used for all purposes. Students were directed to check the procedures which they used after they read each selection.

Because no tests were located in which an assessment is made of the procedures used by readers in reading for different purposes, validation of the responses to questions concerned with the procedures used had to be done by means other than by tests. Therefore, case studies, utilizing eye-movement photography and retrospection, were conducted for the foregoing purpose. Form A of the Test of Purpose was administered to 53 students, representing a range of mental ability and reading achievement, who were enrolled in the 1963 summer high school and college developmental reading classes sponsored by the University of Chicago Reading Clinic.

All of these students were interviewed individually and were asked to read two selections from Form B while their eye movements were being photographed. They read one selection for the purpose of anticipation of outcome and the other for cause and effect relationships. They again answered questions on the content and checked the procedures they used. Tape recordings were made of their verbal responses. Alternate students read first for the purpose of anticipation of outcomes; the remainder read first for cause and effect. In each case, the student was told the purpose for which he should read. These two purposes were chosen because they appeared to be divergent ones and would be more likely to elicit different kinds of eye movements and oral responses than for purposes which were more similar in nature.

The results of the eye-movement photographs and the oral responses to questions concerning procedures were compared with students' responses to the procedure check lists in Form A of the test.

With this group of students certain statements concerning reading procedures appeared to be more valid than others. For example, eye-movement photography revealed that 90 per cent of the students who checked rereading on the list of procedures for cause and effect did reread. There was 65 per cent agreement between the check lists and eye-movement photography for skipping parts when these students read for cause and effect. When these same students read for the anticipation of outcomes, there was 100 per cent agreement between the check list and eye-movement photography for both rereading and skipping parts.

There was considerably less agreement between the check list and the interview situation concerning memorizing details. For those who checked this behavior on the first test administered there was 47 per cent agreement for cause and effect and 14 per cent for anticipation of outcomes. It is possible that these students did memorize details for the first form of the test but did not for the second form.

The average per cent of agreement of the results of eye-movement photography and the responses to the interview questions with the responses on the check list included in the test was 65.45 for the purpose of cause and effect and 65.18 for anticipation of outcome. As the results from this particular kind of question were to be used for descriptive purposes and not for exact statistical analysis, it was believed that the responses made by students in this study would add to the meager knowledge which exists concerning the process of reading for different purposes.

Although the Test of Purpose was planned primarily to be a comprehension test, an assessment of the different rates of reading was desirable to gain insight concerning the flexibility of rate of the students. Therefore, as the test was being constructed, the plans included the timing of the reading of each selection in Part II. After the students were told to begin reading each selection, the examiner held before them numbered cards which he changed every ten seconds. When each student finished reading each selection, he wrote in the space provided in the test booklet the number which was before him at that time.

Preliminary experimentation of Part II, similar to that for Part I, was conducted with high school students from the University of Chicago Laboratory school and from private schools near Chicago to obtain their reactions and criticisms. Appropriate changes were made in this part of the test as a result of this early experimentation.

Four preliminary investigations were conducted in Niles Township High School West, some concurrently with those for Part I, for the same objectives and in the same way as Part I. In addition, the students' reactions to both kinds of questions and the types of responses they gave were informally analyzed.

The results of the preliminary studies showed that the reading of the selections and the answering of the questions required three and one-half minutes for the first selection and three thereafter, that the procedure planned for estimating the rate of reading was satisfactory, that the students reacted favorably to the selections and the questions, and that Part II could be finished within a class period of 55 minutes.

The following changes were made before the final preliminary investigation was conducted:

1. Selections having a readability other than seventh-eighth grade on the Dale-Chall formula[6] were edited so that the vocabulary difficulty was uniform throughout the test.

2. Questions which were considered very difficult or ambiguous were clarified.

3. Because some of the content of the test was slanted toward social studies, selections of a scientific or literary nature were substituted for some which had been first chosen.

4. Two sample selections with questions on the content and a procedure check-list were added to clarify the directions for taking the test.

The results of the final preliminary investigation were analyzed. The scores from the two forms of the test were punched on IBM cards and processed on the computer through the Wolf and Klopfer's Program TSSA (Test Scorer and Statistical Analysis 2 with Factor Analysis and Varimax Rotation), a program to analyze test results in terms of reliability, item analysis, and factor analysis.

The Kuder-Richardson formula 20 was used to obtain evidence of the reliability based on the internal consistency of Part II. The reliability for Form A was found to be .74; for Form B, .72. Only one test item on Form A was deemed to be too easy and none on Form B; no items were found to be too difficult; therefore, it was necessary to rewrite only the multiple-choice responses to one question. When the t statistic was used, no statistically significant difference was found between the means of the two forms of the test (Form A, 30.97; Form B, 29.16). They were, therefore, considered to be comparable in difficulty.

The final forms of Part II of the experimental Test of Purpose consisted of twelve reading selections, one for each prestated purpose; five questions on the content of the selection with five multiple-choice responses; a checklist of reading procedures, identical ones to be checked for each purpose. Directions to the student preceded the test itself. The reading of the selection, but not the reading of the questions, was timed.

Directions for administering the two parts of the test were also prepared.

Development of a Reading Inventory

A Reading Inventory was developed to accompany the Test of Purpose and to give additional insight into the processes of purposeful reading. The original inventory included 128 statements concerning different procedures which might be used in reading and which had been taken from expert opinion. Students responded to the statements by checking appropriate columns if they usually, sometimes, or seldom read in the ways described in the statements. They could also indicate that they did not understand a statement by checking another column.

The inventory, like the test, was tried out first individually with high school students who made suggestions for its improvement. Vague statements were either omitted or reworded; statements not pertaining to purposeful reading were eliminated. An attempt was made to check the reliability of the responses by the inclusion of a number of pairs of statements containing the same ideas but worded somewhat differently. These statements were interspersed throughout the inventory.

The revised inventory, which included 54 items, was submitted to a panel of reading experts who marked independently the statements in accordance with their ideas of how a reader who read purposefully would respond. The students' responses were compared with those established by the judges as a criterion measure.

Responses on the Reading Inventory were checked for validity during the same interview in which the students' eye movements were photographed. Selected statements from the inventory were reworded in the form of questions and were asked at this time. From the results of the experimentation, the inventory appeared to fulfill its purpose of providing further insight into the processes used when students read for different purposes.

Development of Instructional Materials and Teaching Procedures

Instructional materials were developed by the research team for use in experimental classes (Appendix C). This step was necessary because no commercial materials for the teaching of reading for all of the different purposes selected for this study were available. In addition, when materials were found for any of the purposes, either no suggestions or very meager ones were given related to ways of reading for the specified purposes. Questions on the content of the selections usually required responses of details; questions appropriate for other purposes were not included.

The experimental materials were designed to be used in English classes in conjunction with other curricular materials, such as sets of textbooks or other commercially-prepared materials. The principal uses of the experimental instructional materials were to introduce each purpose, to give suggestions concerning how to read for each purpose, and to present selections of different lengths and of different kinds of content appropriate for the different purposes. All materials, except a small number of selections for sensory imagery and mood, were written, revised, and refined by the research team.

The instructional materials were organized into thirteen sections. The first section was an introductory lesson in which the concept of reading for different purposes was introduced. The last section was a review of all of the purposes studied. A section for each of eleven purposes was also prepared.

At this time one of the original twelve purposes, that of persuasion, was eliminated. To the experimenter it appeared to be primarily a writer's purpose, not a reader's purpose. It was not eliminated from the test, however, since it had been included in all of the preliminary investigations and was a part of the final analysis of the test.

Materials prepared for the eleven purposes included suggestions to the teachers concerning the development of readiness for each purpose, the introduction of each purpose to the classes, the transfer of the application of the skills from the experimental materials to the regular curricular materials, evaluation of the effectiveness of reading for each purpose, and the giving of assignments in which the purposes were stated. Materials for student use included definitions of the different purposes, suggestions on how to read for each purpose, selections for the application of each suggested procedure, and practice materials. In each case, sample selections and practice materials were preceded by a statement of the purpose for which the reading was to be done and appropriate pre- and post-reading questions. The experimental instructional materials for the purposes of sensory imagery, mood, anticipation of outcome, characterization, and fact and opinion were supplemented by material from the students' composition textbook.[7]

Two types of format for student materials were used for variety. In general, the two-column page was used for each of the six purposes considered to be basic to all other purposes for reading: details, main ideas, sequence, comparisons, cause and effect, and generalizations. This form was also used for fact and opinion. The booklet form was used for sensory imagery, mood, anticipation of outcome, and characterization.

The suggested techniques for reading for different purposes were identified in previous research,[8] through the case studies in this investigation, and through expert opinion. Since research has not yet described the processes involved when one reads for different purposes, the procedures suggested in this study are not considered to be exhaustive, the ones used by all readers, or the only ones that could be used.

The prepared experimental instructional materials and teaching methods were tested in developmental reading classes for high school and college students at the University of Chicago during the summer of 1963. These classes were comprised of students from different Chicago high schools who were average or above-average readers. Two members of the research team instructed the classes.

Various teaching techniques were tried out. In one approach broad concepts of reading for different purposes were taught, with students having many opportunities to practice these concepts. Basically, with this approach students were taught to establish purposes for which articles should be read and to determine the ideas developed through these purposes.

A second approach was to reach specific reading techniques for the different purposes. For example, when reading for the main idea of a selection, the students were taught to look first for the details, next to differentiate between relevant and irrelevant or important and unimportant details, and then to determine the main idea developed by the details.

The latter approach with modifications appeared to be more effective and therefore was selected for instruction.

The instructional materials were satisfactory but insufficient in number. Additional ones were prepared during the following year as the experiment proceeded.

Reading Instruction in Ninth Grade English Classes

This study was conducted in ninth grade English classes at Niles Township High School West in Skokie, Illinois, during the academic year of 1963-1964. Niles is a public high school whose enrollment represents an upper-middle socioeconomic class. Sixty-five per cent of the graduates attend college.

This particular high school was selected for the experiment for several reasons: First, the Test of Purpose and the Reading Inventory had been tried out in this school the previous year with a population similar to that which would be in the experiment. Therefore, more accurate comparisons of the results of the test could be made than if the two populations were dissimilar. Second, the English department was eager to be a part of the research, thus insuring cooperation from teachers and administrators. Third, the English curriculum is flexible. The teaching procedures and the instructional materials designed for this study could be incorporated into the general instructional program without serious interruption of regular academic activities.

The goals and the design of the study were explained to all ninth grade English teachers at a meeting held in September, 1963. At this time all teachers agreed to participate in the experiment.

Teachers were assigned by the chairman of the English department as either experimental or control teachers. No teacher instructed both groups. An effort was made to match teachers on the basis of previous teaching experience and effectiveness in teaching. A total of 13 teachers, seven control and six experimental, taught 29 classes, 14 being experimental and 15 being control. One control teacher, who taught three freshman English classes, and no experimental teacher had had formal courses in methods of reading instruction.

Students in Niles Township High School West are assigned to English classes in one of three tracks on the basis of mental ability and reading achievement test scores and on the recommendation of their elementary school teachers. Both the Regular and Honors English sections are college preparatory and were included in this study. Students in these classes made grade equivalent scores at or above their grade level on the Iowa Silent Reading Test,[9] administered prior to their entrance into high school, and had average or above-average intelligence as assessed by the Otis Quick-Scoring Mental Ability Tests: New Edition, Gamma Form EM.[10] Students in Track 3, which is remedial in nature, were not included in this study because the planned instruction was developmental and might not meet the needs of these particular students. Of the 29 classes participating in this study, four were Honors English classes, two of which were experimental and the other two, control. Placement in these classes required that students score at the eleventh grade level or higher on English and reading achievement tests and have an intelligence quotient of approximately 120 or higher.

The mean intelligence quotient for all experimental students was 115.1; for all control students, 115.5. In the Regular English sections the mean intelligence quotient was 114.3 for experimental students and 114.4 for control students. The mean intelligence quotient for the experimental Honors students was 129.2; for the control Honors students, 125.6.

Selection of subjects

To test the hypotheses in this study, it was necessary to identify subjects from the experimental and the control groups who did not adjust their reading to the purposes for which they were asked to read. Form A of the Test of

Purpose was administered to all Regular and Honors ninth grade English classes. Part I was administered by ninth grade English teachers to their respective English classes. Because Part II was somewhat more complicated than Part I, members of the research team administered this part the following day.

Each student was also given the Reading Inventory to be completed and returned within a period of two days. Because of the amount of class time required for testing, it was not feasible to have the Inventory completed during class sessions.

The responses on the Test of Purpose and the Reading Inventory were analyzed to determine the competence of these ninth grade students in differentiating their reading for the purposes stated. The responses to Part I and the Reading Inventory were scored by hand by two different scorers; those to Part II were scored on an IBM machine and were rechecked.

Intelligence quotients, derived from the Otis Quick-Scoring Mental Ability Tests: New Edition, Gamma Form EM, were obtained for every student from school records.

Sixty-two students from the experimental classes were matched with 62 from the control classes on the results of both parts of the Test of Purpose and on intelligence quotients. Of the 62 in each matched group, 50 were from the Regular English classes, and 12 were from the Honors sections. Selection of the subjects was made from those in each of the Regular and Honors sections who scored at the lower end of both Part I and Part II of the Test of Purpose.

Experimental subjects in the Regular classification were matched with control subjects in the Regular sections on the basis of the experimental instruments and intelligence quotients. In like manner, experimental subjects in the Honors sections were matched with control subjects in the Honors classes. In this way, students of similar mental ability and reading achievement were selected as subjects. However, in the statistical analysis of the data all of the experimental subjects, from both the Honors and the Regular sections, are considered as one group. The same situation is true for the control subjects.

The identity of the experimental and control subjects was not made known to any teacher or administrator in Niles Township High School West. The purpose in not revealing names was so that these students would not receive special attention or instruction.

The Cooperative English Test: Reading Comprehension, Form 2A,[11] was also administered to the experimental and control classes. The results of this test provided a more recent appraisal of the reading achievement of the students in these classes than was available.

The results from both parts of the Test of Purpose, the Reading Inventory and the Cooperative English Test: Reading Comprehension provided a basis for comparison of growth in reading abilities of both experimental subjects and experimental classes with control subjects and control classes at the end of the year's instructional period.

The mean intelligence quotient of the experimental subjects was 109.40; that of the control subjects, 110.27. The mean score on Part I of the Test of Purpose, Form A, for experimental subjects was 6.24 and for control subjects, 5.82; on Part II of the Test of Purpose for experimental subjects, 22.82 and for control subjects, 22.88. The mean converted scores for level of comprehension were 149.87 for experimental subjects and 149.77 for control subjects; the mean converted scores for rate of reading were 148.50 for experimental subjects and 150.03 for control subjects. The latter scores were those made on the Cooperative English Test: Reading Comprehension, Form 2A. No statistically significant differences were found between control and experimental subjects on any of the foregoing scores.

The ninth grade English curriculum

The basic difference between the curriculums of the Regular and Honors tracks is that the students in the Honors English classes study more classical literature and pursue this literature in greater depth than do students in the Regular sections. The literature for the Honors track includes the following types: short stories, mythology, the novel, drama, and narrative poetry. The literature for the Regular English classes consists of the short story, poetry, mythology, and a

Shakespearean drama. Both groups are given many writing experiences.

Both control and experimental classes studied the basic curricular materials. In lieu of the experimental instructional materials, the control class studied additional curricular selections. No single anthology is used; instead there is a variety of books used for each unit.

Instruction of Experimental classes

English teachers in the experimental classes provided instruction in reading for different purposes from October, 1963, to May, 1964. Purposes were taught separately at the beginning or within units in the English curriculum throughout the year. Each purpose was introduced by means of the experimental instructional materials especially prepared for this investigation. Suggestions were given by the research team to the teachers of the experimental classes for the application of these skills to both the reading and the writing regularly taught within the English curriculum. Teachers were encouraged to make purposeful assignments and to ask pre-and post-reading questions appropriate for the purposes for which the students read. Teachers were also free to use their own ideas for the transfer of the application of the techniques being learned from the experimental materials.

The sequence in which comprehension skills should be taught has not been determined through research. Previously, the experimenter analyzed basal readers and literature anthology books for the order in which comprehension skills were developed and reviewed expert opinion on the topic.[12] In addition, the experimenter also developed a conceptual framework of purposes, which is found in Chapter II. These two sources were used as the basis of the sequence of purposes in the current study. The purposes were presented in the following order: details, main idea, sequence, comparison and contrast, cause and effect, sensory imagery, characterization, generalizations, anticipation of outcome, mood, and fact and opinion. Changes in the original hierarchy were made for the sake of variety in both the type and the intensity of instruction.

After several purposes had been taught, these were combined and practiced together, largely within the curricular materials. From time to time when new purposes were introduced, references were made in the experimental materials to purposes already studied.

The specific techniques which were used were largely those suggested to teachers in the introductory materials to each purpose. Teachers were free to use their own ingenuity in the presentation of the materials; and several were quite creative in the methods they used, especially in relating the experimental materials and the purposes to work already accomplished in the English classes.

Although the same units were taught in all English classes of the same track, there was much flexibility in the order in which the units were taught. Since the purposes were introduced in all classes in the same order, the result was that a number of the purposes were taught within different units of the English curriculum by different teachers. Therefore, the experimental instructional materials were used in conjunction with different aspects of the curriculum, both in Regular and Honors English sections.

Instruction in reading in the Control classes

The same curricular materials were taught in the control as in the experimental classes; however, the experimental materials related to purposeful reading were not used in the control classes.

No single approach for teaching reading comprehension was used in the control classes; instead, general procedures were employed. No direct instruction was given in reading for different purposes except as teachers would ordinarily teach. All control teachers taught, in various ways, the following purposes: details, main ideas, mood, and characterization. Most taught sensory imagery in relation to units of poetry and character development in the short story unit.

Comprehension skills were introduced and taught in a variety of ways in the control classes: writing combined with reading; writing not accompanied with reading; listing examples; relating the assignments to outside reading and/or to life experiences; class discussions; oral reading. Emphasis appeared to be placed on questions requiring detailed responses, both in class discussion and in examinations. In units on the writing of paragraphs a number of the purposes included in this study were emphasized by several control teachers.

In an attempt to overcome a possible Hawthorne effect, all students in the study were told that they were involved in an experiment which would not be terminated until the end of the school year.

In addition, teachers of both groups were given assistance by people who were trained in reading. The experimental group was assisted by the research associate from the University of Chicago; the control group, by the Chairman of the English department at Niles Township High School West. The latter provided suggestions for new techniques and materials to control teachers. The research associate answered questions, provided demonstrations, and helped the experimental teachers at any time they needed his assistance. The research team, on the other hand, did not attempt in any way to influence the teacher's interpretation or methods of the literature being studied. Only one meeting was held with the experimental group; that took place before the instructional period began. All assistance was given individually to the experimental teachers. This situation was also the same for control teachers.

The reading research associate observed in both the experimental and control classes approximately every two weeks for the purpose of ascertaining procedures and methods used by the teachers in these classes. All teachers knew they would be observed but did not know the exact day. The research associate filled in information on an observation sheet (See Appendix D). This observation was necessary for the final interpretation of the results of the study. It gave the research team the opportunity to know whether or not teachers emphasized in their usual teaching procedures one or two purposes to the exclusion of others. For example, it was noted that one control teacher emphasized the central thought, but termed it the theme of the selections. In no way were these observation sheets considered as rating devices.

As a check upon the relative constancy of values of the reading research associate, two reading specialists accompanied the research assistant to the observations once every six weeks or two months and independently completed the observation sheets. Teachers were encouraged not to change any plans because of the observations. When examinations were being held on the planned observation day, the research associate and other members of the research team observed at the earliest opportunity. The observation sheets were compared. When there was any disagreement, the members of the team discussed the matter until there was accord. The teachers did not know that these observation records were being prepared.

Evaluation of the Effectiveness of Instruction

In order to determine the effects of the experimental instruction, the Test of Purpose, Form B, and the Cooperative English Test: Reading Comprehension, Form 2B, were administered to both groups at the end of the experimental instruction in the second week of May, 1964. All students in the experiment also responded again to the Reading Inventory.

The tests were administered in the same order and by the same people as they were before the experiment began. The English teachers administered the Cooperative English Test: Reading Comprehension on the first day and Test of Purpose, Part I, on the second day to their respective classes. The research team administered the Test of Purpose, Part II, on the third day. Students returned the completed inventories at the time the testing was completed. Special testing sessions were set up for students who were absent when the Cooperative English Test: Reading Comprehension was given. However, if students did not take either part of the Test of Purpose, they were eliminated from the study. Since at this time the effect of taking one part first on the performance on the other part is not known, it was felt that the results would be more accurate if all students took the two parts of the Test of Purpose in the same order.

Data were analyzed by the following procedures for the experimental and control subjects: 1. comparison of the post-test scores with pre-test scores of the two parts of the

Test of Purpose and the Cooperative English Test: Reading Comprehension, 2. comparison of the responses on the Reading Inventory. The foregoing statistical comparisons were made by means of the analysis of covariance and the t statistic. In addition, per cents of experimental and control subjects who made gains of more than one standard deviation beyond the mean were calculated.

Similar comparisons were made of the progress attained by all members of the experimental and control classes. The analysis of covariance statistic was used for these comparisons.

In addition to the foregoing statistical comparisons, qualitative comparisons were made of the procedures that the experimental and control subjects and all members of the classes reported using.

The following chapter will include the findings of this investigation.

References

1. Smith, *op. cit.*, pp. 16-33.

2. Edgar Dale and Jeanne Chall, "A Formula for Predicting Readability," *Educational Research Bulletin*, XXVII (January, 1948), 11-20, 28; Edgar Dale and Jeanne Chall, "A Formula for Predicting Readability: Instructions," *Ibid*, (February, 1948), pp. 37-54.

3. J. P. Guilford, *Psychometric Methods* (New York: McGraw Hill, 1954), pp. 380-3.

4. G. Milton Smith, *A Simplified Guide to Statistics for Psychology and Education*. (New York: Rinehart and Company, Inc., 1960), p.76.

5. H. Smith, *op. cit.*

6. Dale and Chall, *op. cit.*

7. Richard K. Corbin and Porter G. Perrin, *Guide to Modern English* (Chicago: Scott, Foresman and Company, 1955).

8. H. Smith, *op. cit.*

9. H. A. Greene, A. N. Jorgensen, and V. H. Kelley, *Iowa Silent Reading Tests*, New Edition, Advanced Test, Form AM. (Yonkers-on-Hudson, New York: World Book Company, 1943).

10. Arthur S. Otis, *Otis Quick-Scoring Mental Ability Tests*, New Edition, Gamma Test: Form EM. (Yonkers-on-Hudson, New York: World Book Company, 1953).

11. Clarence Derrick, David P. Harris, and Biron Walker, *Cooperative English Test: Reading Comprehension*, Forms 2A and 2B. (Princeton, New Jersey: Educational Testing Service, 1960).

CHAPTER IV

ANALYSIS OF THE DATA

The findings of this investigation in respect to the effects of planned instruction in purposeful reading at the ninth grade level will be presented in this chapter. The progress made by experimental subjects in reading for different purposes, in identifying appropriate purposes for which selections should be read, and in general reading achievement will be compared with that made by control subjects. More specifically, the findings related to each of four hypotheses will be presented. Similar comparisons will also be made between experimental and control classes.

In addition, this chapter includes descriptions of the ways students read for different purposes as revealed by eye-movement photographs and descriptions of the procedures students in the pilot studies reportedly used.

Statistical significance of the differences between group means for this study is defined at the 5 per cent level of confidence; probabilities of 1 per cent (or less) are regarded as highly significant and those ranging between 5 and 10 per cent as approaching significance.

Analysis of Data for Experimental and Control Subjects

Experimental and control subjects were chosen from the experimental and control classes. Sixty-two students from the experimental classes were matched with 62 from the control classes on the results of Parts I and II of the Test of Purpose, Form A, and the Cooperative English Test: Reading Comprehension, Form 2A, and on intelligence quotients. Of the 62 subjects in each matched group 50 were from the Regular English sections and 12 from Honors English classes. Henceforth, the term experimental subjects will be used to designate the 62 subjects from both the Regular and Honors experimental classes; control subjects are those 62 students from Regular and Honors control classes.

Comparisons were made of the performance of the experimental and control subjects on different forms of the same evaluation instruments by which they had previously been matched. These comparisons were based upon the results of the Test of Purpose, Parts I and II, Form B; the Reading Inventory; and the Cooperative English Test: Reading Comprehension, Form 2B. The *t* statistic[1] was used in each case to determine the significance of the differences between mean scores of the groups of experimental and control subjects.

The findings related to each hypothesis follow.

Hypothesis I

Experimental subjects as a result of instruction will read significantly better than will control subjects for the twelve purposes with which this study is concerned.

To test the foregoing hypothesis the responses to questions on the content of the selection in the Test of Purpose, Part II, were scored, rechecked, and totaled by the computer. Table 2 shows that after instruction there was no statistically significant difference between the experimental and control subjects in reading for the twelve purposes with which this study is concerned. The experimental subjects did not respond significantly better than the control subjects to the questions on the selections in Part II of the Test of Purpose.

TABLE 2

COMPARISON OF EXPERIMENTAL AND CONTROL SUBJECTS
IN READING FOR DIFFERENT PURPOSES

	Experimental Subjects	Control Subjects
Range in number of correct responses	13-43	18-42
Mean number of correct responses	29.71	28.35
t	1.13	
Level of significance	20 per cent	

A second comparison was made to determine the per cents of experimental and control subjects who benefited from the instructional programs. Of the experimental subjects 93 per cent made gains; 78 per cent of the control subjects improved. Since gain scores are not always reliable, the per cents of subjects who improved by more than one standard deviation were next calculated. With 48 per cent of the experimental subjects and 37 per cent of the control subjects making gains of more than one standard deviation, it is evident that a larger proportion of experimental than control subjects benefited by the instructional program.

Since the analysis of the data revealed no statistically significant difference between experimental and control subjects in their responses to questions for the twelve purposes, the first hypothesis is substantially rejected. However, when attention is given to the per cents of subjects who improved, it is apparent that in sheer proportions more experimental than control subjects benefited from the instructional program.

Hypothesis II

Experimental subjects as a result of instruction in reading for different purposes will independently identify appropriate purposes for reading different selections significantly better than will control subjects.

The Test of Purpose, Part I, Form B, was used to evaluate this hypothesis. All responses to this part of the

Test of Purpose were checked, scored, and tallied by two different scorers. Table 3 shows that experimental subjects performed significantly better than control subjects in identifying appropriate purposes for which selections should be read.

TABLE 3

COMPARISON OF EXPERIMENTAL AND CONTROL SUBJECTS
IN IDENTIFYING APPROPRIATE PURPOSES
FOR DIFFERENT SELECTIONS

	Experimental Subjects	Control Subjects
Range in Number of correct responses	6-21	1-17
Mean number of correct responses	11.59	8.70
t	4.38	
Level of significance	.01	

Although the statistical difference between the experimental and control subjects was highly significant (.01), another comparison, similar to that for Hypothesis I, was made to determine the per cents of subjects who benefited by the instructional programs. The results show that 95 per cent of the experimental subjects and 72 per cent of the control subjects made better scores on the post-test than on the pretest, with 50 per cent of the experimental subjects and 27 per cent of the control subjects making gains of more than one standard deviation. Again, a larger proportion of experimental than control subjects benefited by the program.

Because experimental students did identify appropriate purposes for reading selections significantly better than control subjects, Hypothesis II is sustained. It is further supported by the larger per cent of experimental students than control ones who benefited substantially by the instruction in reading which they received.

Hypothesis III

Experimental subjects will achieve significantly better in comprehension and in rate of reading than will control subjects.

The results of the Cooperative English Test: Reading Comprehension, Form 2B, were used to test the third hypothesis. The converted scores were employed in the statistical comparisons. These were chosen in lieu of raw scores because any differences in difficulty of the two forms of the test are accounted for in the converted scores. The percentile bands, which are ordinarily used in the interpretation of one's performance on this particular test, were not considered precise enough for use in this statistical comparison.

Table 4 shows that the difference in the performance of experimental and control subjects after instruction on the Level of Comprehension sub-test of the Cooperative English Test: Reading Comprehension, Form 2B, were not statistically significant. However, according to the standards established for this study, the difference approached significance at the .10 level of confidence.

TABLE 4

COMPARISON OF EXPERIMENTAL AND CONTROL SUBJECTS
ON LEVEL OF COMPREHENSION

	Experimental Subjects	Control Subjects
Range in scaled scores	131-168	127-174
Mean score of scaled scores	149.85	149.68
t	.10	
Level of significance	80 per cent	

The results of the performance of the subjects in rate of comprehension, as assessed by the Cooperative English Test: Reading Comprehension, are shown in Table 5. There was no statistically significant difference in the performance of experimental and control subjects in rate of comprehension at the end of the year's instructional program.

An examination of the results of the Cooperative English Test revealed that a number of experimental and control subjects made high scores on the pre-test, both in Level of Comprehension and the Speed of Comprehension. It seemed possible that those who scored high on the pre-test

TABLE 5

COMPARISON OF EXPERIMENTAL AND CONTROL SUBJECTS ON RATE OF COMPREHENSION

	Experimental Subjects	Control Subjects
Range in scaled scores	135-165	134-173
Mean score of scaled scores	150.06	151.31
t	.788	
Level of significance	40 per cent	

might already have reached the top limits of the test, especially in Level of Comprehension which is assessed by only thirty questions. Under the foregoing circumstances, it would not have been possible for these students to demonstrate marked improvement because of the limitations of the test and because of their high level of achievement in reading prior to the instructional period.

Therefore, the Technical Report[2] which accompanies the Cooperative English Tests was consulted for information concerning the norming of the final forms. For the ninth grade population used in the development of the norms the mean converted score for the Level of Comprehension was 144.5, with a standard deviation of 10.8.[3]

In this investigation 29 per cent of the experimental subjects and 34 per cent of the control subjects made scores which were at least one standard deviation beyond the mean on this section of the test. These subjects answered correctly at least 25 out of a possible 30 questions; therefore, because of the limited number of items on the test, the subjects could not demonstrate marked growth on the post-test.

The converted score mean on the Speed of Comprehension section for the normative population was 144.6, with a standard deviation of 9.6.[4] Twenty-one per cent of the experimental subjects and 27 per cent of the control subjects scored more than one standard deviation beyond the mean. These subjects responded correctly to at least 39 of the 60 items on this section of the test. Approximately ten per cent in each group of subjects scored so high on the pre-test that they could not show gains on the post-test.

Because there was no statistically significant difference in the performance of the experimental and control subjects on the Level of Comprehension and the Rate of Comprehension sections of the Cooperative English Test: Reading Comprehension, the third hypothesis is tentatively rejected. At the same time, the results of this analysis can be questioned because of the limitations of the evaluation instrument for the subjects in this investigation, especially for the level of comprehension test.

Flexibility of Reading Rate. The reading rates recorded for each of the twelve reading selections in the Test of Purpose, Part II, were examined to determine if experimental and control subjects had achieved more flexibility in their rates of reading at the end of the instructional period than they showed before they began instruction. The number of words read per minute were computed for each student for each of the twelve purposes.

Authorities have stated that the mature reader adjusts his rate of reading in harmony with his purpose for reading, the difficulty of the material, and his familiarity with the topic being discussed. However, no specific suggestions for desirable ranges of rates of reading were found in the literature. Only general suggestions were located, such as reading fast for general impressions and slowly for details. Because rate is dependent upon several variables and because research has not determined desirable rates of reading for different purposes, the number of words which should be read per minute for different purposes is not known.

Pre-and post-test ranges of rates for the twelve selections on the Test of Purpose, Part II, were computed for each experimental and control subject. The difference between the most and the least words read per minute was determined for each subject on the pre-test and on the post-test; differences between the pre-and the post-test ranges in rates were then calculated.

Considerable variation in the differences of the ranges in rates in the pre- and post-tests was found within each group of subjects. Thirty-one experimental students apparently read faster on the post-test than on the pre-test, the greatest difference being 275 words per minute. The remaining thirty-one students read more slowly, with one subject decreasing the range in rate by 143 words per minute.

Of the control subjects 26 read more slowly and 34 read faster at the end of the instructional period than at the beginning. There was no change in the range of rate of reading for two control subjects.

Although there were differences in the range of rates on the pre- and post-tests for the experimental subjects, these differences were not so wide as those for control subjects. For example, the range of scores for one control subject was 785 fewer words per minute on the post-test than on the pre-test. Another control subject read faster by 452 words per minute. It is possible that some or all of the subjects showing such extreme diversity in rates of reading recorded incorrectly their rates of reading on either the pre- or the post-tests.

Because rate of reading was introduced in both the experimental and control groups informally, the students did not have much opportunity to make substantial gains in flexibility of rates of reading. Since the selections on which the rates of reading were based were quite short, the results may not be the same as they would have been on longer selections.

Hypothesis IV

Experimental subjects will adjust their reading techniques to the different purposes for which they have been taught to read significantly better than will control subjects.

This hypothesis was tested in two ways. First, the responses of the experimental and control subjects on the Reading Inventory were analyzed, both statistically and qualitatively, to note any changes which may have occurred in the procedures used by the subjects during the instructional period. Second, the procedures checked for each purpose on the Test of Purpose, Part II, were analyzed for both groups of subjects.

The Reading Inventory (Appendix B) was designed to accompany the Test of Purpose and to provide additional information concerning procedures which ninth grade students used in reading. The Inventory included 54 statements of ways in which a person might read. Students were asked to check one of three columns: usually, if they usually read in the way described; sometimes, if they sometimes read in the manner stated in the statement; and no or seldom, if they did not read or seldom read in the way described. If students did not understand the statement, they could check another column provided for this purpose. No more than two per cent used the latter category for any one purpose.

The Reading Inventory was submitted to three reading specialists who checked the most appropriate response for each item. The agreement of each specialist and members of the research team was between 87 and 92 per cent. Because of the magnitude of this agreement, the responses selected by the research team were used and were considered to be those which a purposeful reader would select. The responses of the subjects were compared with those judged to be the most appropriate ones.

TABLE 6

COMPARISON OF RESPONSES OF EXPERIMENTAL AND CONTROL SUBJECTS ON THE READING INVENTORY

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	41.889	1	41.889	.981	N.S.
Within	5081.186	119	42.699	. .	. .

Table 6 shows the results of the comparison of responses to the Reading Inventory given by the experimental and control subjects; the analysis of covariance statistic[5] was used for this comparison. In this case the pre-score on the Reading Inventory was the covariate with the post-test scores being the dependent variable. No statistically significant difference was found in the number of correct responses given by the two groups of subjects.

Table 23 in (See Appendix E) gives the per cents of experimental and control subjects who selected the desired response to each item on the Reading Inventory. Differences were noted in the responses given by experimental and control subjects to certain items on the post-inventory. The following procedures were noted for the majority of the experimental but not for the majority of control subjects: In reading fiction, they usually try to foretell what will happen next in the story, understand assignments more clearly if they know the specific reasons for reading them, and use punctuation marks to help them gain meaning from a selection. They sometimes skip parts when they read assignments, mentally organize ideas after they finish reading a selection, and think of themselves as being a character in the selection.

Two procedures characterized control but not experimental subjects. They reported that they usually anticipate what will be included in their textbooks from the chapter headings and sub-headings; they seldom reread when they read for enjoyment.

Similar procedures were also reported by both experimental and control subjects and are found in Table 23 (See Appendix E).

Hypothesis IV was also tested by a qualitative analysis of the responses to the procedure questions on the Test of Purpose, Part II. Since there was no correct response to each question, the results of this section of the test did not lend themselves to statistical analysis. Therefore, the responses to these questions are reported in per cents.

The per cents of the subjects who were able to state the purposes for which they had been asked to read are given in Table 7. On the post-inventory a larger per cent of experimental subjects than control subjects stated correctly each of the purposes.

TABLE 7

PER CENT OF SUBJECTS WHO REMEMBERED
THE PRE-STATED PURPOSE

	Experimental Subjects		Control Subjects	
Purpose	Pre-test	Post-test	Pre-test	Post-test
Details	66	81	59	75
Main idea	56	77	74	83
Sequence	68	88	82	83
Mood	75	87	77	82
Comparison	50	87	54	68
Fact and opinion	37	70	45	54
Cause and effect	41	78	46	61
Persuasion	54	80	59	74
Sensory imagery	58	82	53	59
Characterization	74	87	69	69
Anticipation	56	77	62	72
Generalization	61	82	61	77

Between 70 and 88 per cent of the experimental subjects remembered the different purposes for which they read as compared with 54 and 83 per cent of the control subjects.

It appears that considerably more experimental subjects tended to reread than control subjects did on the post-test for all purposes except fact and opinion, characterization, and anticipation of outcomes. (Table 24, Appendix E). Only a small per cent in either group reported rereading the entire paragraph; usually words, phrases, and sentences were reread. The majority of experimental and control subjects did not skip anything as they read as shown in Table 25, (Appendix E). There were only minor differences between the control and experimental subjects in the numbers reporting that they did not skip anything on the pre-and post-tests.

The per cents of subjects who compared or related the content of the selection with something they had seen or had done or with something which they had previously read are reported in Table 26, (Appendix E). Experimental but not control subjects tended to relate ideas more on the post-test than on the pre-test. However, fewer than half of the subjects reported this type of activity.

Fewer experimental subjects than control subjects reported that they "just read," except for the purpose of characterization. Considerably more experimental subjects than control memorized details when their purpose was reading for sequence. Control subjects tended to relate ideas within the passage more than experimental subjects did. These behaviors are reported in Table 27, (Appendix E).

Noticeable changes in the use of sensory imagery can also be seen in Table 27, (Appendix E). Experimental subjects tended to form mental pictures for six purposes more on the post-test than on the pre-test. However, control subjects reported forming visual images for eight purposes more on the pre-test than on the post-test.

A small number of subjects reported other techniques which they used when they read for the different purposes.

In summary, the statistical analysis of the responses on the Reading Inventory revealed no significant differences in the kinds of responses made by experimental and control subjects. However, a qualitative analysis of the responses on the Reading Inventory and to the procedure questions on the Test of Purpose, Part II, showed that experimental subjects tended to make more adjustments in their reading than control subjects did. Therefore, Hypothesis III is partially sustained.

Analysis of Data for Experimental and Control Classes

To determine the effectiveness of the instructional techniques used in the experimental and control classes, statistical comparisons were made for all members of the 14 experimental classes and the 15 control classes. Complete data were available for 240 experimental students and 307 control students.

The responses of experimental and control classes on the two parts of the Test of Purpose and on the Cooperative English

Test: Reading Comprehension were compared by means of the analysis of covariance statistic. This statistical method was used to account for any differences in intelligence quotients or scores on the pre-tests. In each comparison intelligence quotients and pre-scores on the reading tests are the covariates with the final scores being the dependent variable.

In addition to the comparisons made of the performance of all students in experimental and control English sections, the achievement of the control and experimental Regular English classes was compared. In a similar manner, comparisons were made of the performance of the control and experimental Honors English classes.

Per cents of experimental and control students who made gains of more than one standard deviation on the evaluation instruments were also calculated to determine which kind of instruction was more beneficial to the greatest number of students.

Responses on the Reading Inventory and to the procedure questions on Part II of the Test of Purpose were analyzed to ascertain what adjustments were being made by these students to the different purposes for which they were asked to read.

Achievement in reading for the twelve purposes

To determine if members of the experimental classes read significantly better than control students for the twelve purposes with which this study is concerned a comparison was made of the results of Part II of the Test of Purpose, Form B, administered after the instructional period. Table 8 shows that the experimental classes answered questions on the content of the twelve selections significantly better than control subjects did at the .001 level of confidence.

TABLE 8

COMPARISON OF PERFORMANCE OF EXPERIMENTAL AND CONTROL CLASSES IN READING FOR DIFFERENT PURPOSES

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	192.9792	1	192.9792	9.266	.001
Within	11309.2008	543	20.8273	. .	. .

Since the difference in the performance of the experimental and the control classes was highly significant, similar comparisons to the foregoing were made between the experimental and control Honors classes and between the experimental and control Regular classes. These analyses were made to determine if the students in one or both English tracks benefited from the instruction in purposeful reading.

Table 9 shows that the students in the experimental Regular English classes read significantly better than those in the control Regular English classes for the twelve purposes with which this study is concerned. The members of the experimental Regular classes answered questions on the second part of the Test of Purpose significantly better than did members of the control Regular classes (.001).

TABLE 9

COMPARISON OF PERFORMANCE OF EXPERIMENTAL AND CONTROL REGULAR CLASSES IN READING FOR DIFFERENT PURPOSES

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	173.2808	1	173.2808	7.914	.001
Within	10466.6865	478	21.8968	. .	. .

Table 10 shows the results of a similar comparison of the performance of control and experimental Honors classes on Part II of the Test of Purpose. Unlike the results for the Regular English sections, there was no statistically significant difference in the way in which the experimental and control Honors classes responded to questions for the twelve different purposes.

The foregoing results show that the students in the experimental Regular sections profited by instruction in purposeful reading and read significantly better for the twelve purposes than those Regular students who did not receive the instruction. Honors students who received instruction in purposeful reading, however, did not answer questions significantly better than did control students who were taught by the procedures commonly used in English classes. It appears from these results that the treatment was most useful for students in the Regular English classes.

TABLE 10

COMPARISON OF PERFORMANCE OF EXPERIMENTAL AND CONTROL HONORS CLASSES IN READING FOR DIFFERENT PURPOSES

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	10.2514	61	10.2514	.885	NS
Within	706.4380	1	11.5810	. .	. .

To determine if more experimental than control students (both Regular and Honors) benefited by instruction, a further analysis was made. Seventy-two per cent of the experimental students, as compared with 66 per cent of the control ones, made higher scores on the post-test than on the pre-test. With 26 per cent of the experimental students and 22 per cent of the control students making gains of more than one standard deviation on the Test of Purpose, Part II, it can be seen that a slightly greater proportion of the experimental than control students made substantially better scores on the post-test.

Therefore, the evidence related to the achievement of students on the second part of the Test of Purpose shows that experimental students did read more successfully than control students for the twelve purposes with which this study was concerned.

Identification of appropriate purposes for which selections should be read

The purpose of the second comparison was to ascertain if experimental classes would independently identify appropriate purposes for reading selections significantly better than control classes would. The responses to Part I of the Test of Purpose were used for this comparison. Again the analysis of covariance statistic was used.

The difference in the performance of experimental and control classes in identifying appropriate purposes for which selections should be read was highly significant at the .001 level of confidence. The results of this comparison are found in Table 11.

TABLE 11

COMPARISON OF PERFORMANCE OF EXPERIMENTAL AND CONTROL CLASSES IN IDENTIFYING APPROPRIATE PURPOSES FOR SELECTIONS

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	825.6048	1	825.6048	94.819	.001
Within	4727.9891	543	8.7072	. .	. .

Tables 12 and 13 give the results of similar comparisons for experimental and control Regular classes and for experimental and control Honors classes. The differences were highly significant with the experimental classes in both tracks being more successful in identifying appropriate purposes for reading different selections than were control classes. Members in both English tracks who received instruction in purposeful reading were more able to identify appropriate purposes for reading than were those who received reading instruction as usually is given in English classes.

TABLE 12

COMPARISON OF RESULTS OF EXPERIMENTAL AND CONTROL REGULAR CLASSES IN IDENTIFYING APPROPRIATE PURPOSES FOR READING

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	558.5631	1	558.5631	64.681	.001
Within	4127.8149	478	8.6356	. .	. .

TABLE 13

COMPARISON OF RESULTS OF EXPERIMENTAL AND CONTROL HONORS CLASSES IN IDENTIFYING APPROPRIATE PURPOSES FOR READING

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	311.7960	1	311.7960	48.98	.001
Within	388.3101	61	6.3657	. .	. .

On Part I of the Test of Purpose 80 per cent of the experimental students, as compared with 55 per cent of the control ones, made higher scores on the post-test than on the pre-test. Furthermore, 31 per cent of the experimental students, in contrast with 11 per cent of the control students, made gains of more than one standard deviation. This finding is in harmony with all of the other findings related to responses on the first part of the Test of Purpose. All comparisons of the students' performance on Part I clearly show that experimental students were decidedly more successful in identifying purposes for which selections should be read than were control students.

Comparisons of reading comprehension and rate of reading of experimental and control classes

The converted scores of the Level of Comprehension and Rate of Reading subtests on the *Cooperative English Test: Reading Comprehension* were used to determine if experimental classes achieved significantly better in comprehension and in rate of reading as a result of instruction in purposeful reading than control subjects did. The converted scores were compared by the analysis of covariance statistic.

Table 14 shows that the performance of the experimental classes was significantly better than that of the control classes at the .05 level of confidence.

TABLE 14

COMPARISON OF RESULTS OF EXPERIMENTAL AND CONTROL CLASSES ON LEVEL OF COMPREHENSION

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	249.0164	1	249.0164	4.614	.05
Within	29305.4656	543	53.9695	. .	. .

Tables 15 and 16 give the results of similar comparisons for the Regular and Honors English classes. Table 15 shows that although the difference between the experimental and control Regular classes in Level of Comprehension was not statistically significant, the difference approached significance. There was no statistically significant difference in scores on the Level of Comprehension subtest between the experimental and control Honors classes. (Table 16)

TABLE 15

COMPARISON OF RESULTS OF EXPERIMENTAL AND CONTROL REGULAR CLASSES ON LEVEL OF COMPREHENSION

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	201.4417	1	201.4417	3.661	.10
Within	26304.8281	478	55.0310	. .	N.S.

TABLE 16

COMPARISON OF RESULTS OF EXPERIMENTAL AND CONTROL HONORS CLASSES ON LEVEL OF COMPREHENSION

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	6.5669	1	6.5669	.239	N.S.
Within	1679.4476	61	27.5319	. .	. .

The results of the comparison of rate of comprehension assessed by the Cooperative English Test: Reading Comprehension for experimental and control classes are given in Tables 17, 18, and 19. The differences between all of the experimental and control classes and between the experimental and control Regular classes were not significant. However, the difference between the experimental and the control Honors classes was significant at the .05 level.

TABLE 17

COMPARISON OF RESULTS OF RATE OF READING FOR EXPERIMENTAL AND CONTROL CLASSES

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	46.7073	1	46.7073	1.129	N.S.
Within	22472.9094	543	41.3866	. .	. .

TABLE 18

COMPARISON OF RESULTS OF RATE OF READING FOR EXPERIMENTAL AND CONTROL REGULAR CLASSES

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	10.4600	1	10.4600	.252	N.S.
Within	1987.9358	478	41.5229	. .	. .

TABLE 19

COMPARISON OF RESULTS OF RATE OF READING FOR EXPERIMENTAL AND CONTROL HONORS CLASSES

Source of Variation	Sum of Squares	D. F.	M. S.	F.	P.
Among	71.9032	1	71.9032	4.587	.05
Within	624.2242	61	15.6767	. .	. .

When a further analysis of the results of the Cooperative English Test was made, it was found that on the pre-test 57 per cent of the experimental students and 44 per cent of the control students scored higher than one standard deviation beyond the mean on the Level of Comprehension section. Again, because of the students' superior performance on this part of the test, these students did not have the opportunity to demonstrate gains on the post-test.

Top performance on the Level of Comprehension section on the pre-test was particularly noticed for the Honors students, with 84 per cent of the experimental students and 91 per cent of the control students scoring higher than one standard deviation beyond the mean.

In Speed of Reading, as assessed on the Cooperative English Test, 54 per cent of the experimental students and 43 per cent of the control students scored higher than one standard deviation beyond the mean... Approximately ten per cent of both experimental and control students made such high scores that no gains could be shown on this evaluation instrument.

The adjustment of reading techniques to different purposes

A qualitative analysis was made of the responses of all experimental and control students to the items on the Reading Inventory and to the procedures questions on the Test of Purpose, Part II. This analysis was done to determine if there were differences in the procedures used by these two groups of students at the end of the instructional period.

There appear to be no distinguishing differences in the kinds of responses which the experimental and control students gave to the items on the Reading Inventory. (See Table 28, Appendix E). There were only slight variations in the proportions of experimental and control students who chose the preferred responses.

On Part II of the Test of Purpose students were asked to write the pre-stated purpose after they finished reading each selection. A larger proportion of the experimental Honors students recalled each of the purposes for which they were asked to read, except mood, on the post-test than did control Honors students. Experimental Regular students were somewhat more successful than control students in recalling the following purposes: cause and effect, sensory imagery, fact and opinion, persuasion, and generalizations. Tables 20 and 21 give the per cents of students who recalled each purpose. The foregoing findings show that instruction in purposeful reading was more effective in helping students to remember the purposes for which they had been asked to read than the reading instruction which was given in the control classes.

Experimental Honors students were more prone to reread and not to skip anything than the control Honors students were (Tables 29 and 30, Appendix E). These experimental students in reading for the purposes of fact and opinion and anticipation of outcomes related the ideas from the content to their experiential background more than the control Honors students did; on the other hand, the control students related ideas to their prior experiences when they read for generalizations more than the experimental students. (See Table 31, Appendix E).

More experimental students made mental pictures for all purposes on the post-test than control students did;

TABLE 20

PER CENTS OF HONORS STUDENTS WHO REMEMBERED
PURPOSES FOR WHICH THEY READ

Purpose	Experimental Classes		Control Classes	
	Form A	Form B	Form A	Form B
Details	93	93	83	97
Main idea	93	100	85	94
Sequence	89	97	88	94
Mood	92	92	88	97
Comparison	86	100	80	88
Fact and opinion	75	97	77	88
Cause and effect	79	93	77	88
Persuasion	97	100	71	91
Sensory imagery	86	100	82	94
Characterization	96	100	88	94
Anticipation of outcomes	93	96	80	91
Generalizations	79	93	74	91

whereas on the pre-test more control than experimental students reported this behavior for five purposes. (Table 32, Appendix E). Although the use of visual imagery was emphasized in control classes, it appears that many of the control students used this technique before it was taught in the English classes. Experimental instruction seemed to influence

TABLE 21

PER CENTS OF REGULAR ENGLISH STUDENTS WHO REMEMBERED PURPOSES FOR WHICH THEY READ

Purpose	Experimental Classes		Control Classes	
	Form A	Form B	Form A	Form B
Details	67	82	70	82
Main idea	68	84	76	87
Sequence	78	85	80	89
Mood	79	83	82	87
Comparison	60	83	63	88
Fact and opinion	46	75	44	59
Cause and effect	48	78	53	66
Persuasion	52	81	70	80
Sensory imagery	67	82	60	74
Characterization	71	82	72	81
Anticipation of outcomes	65	77	65	71
Generalizations	66	75	61	74

Honors students to use visual imagery more than the regular procedures commonly used in English classes did.

Control Honors students were more inclined than experimental students to memorize details for all purposes, except mood, on the post-test, although for some purposes the differences were minimal. The control students tended to "just read" and to connect ideas within the selection more on the post-test than experimental Honors students did, (Table 32 , Appendix E).

A larger proportion of control Regular than experimental Regular students tended not to reread, (Table 33 , Appendix E). Both groups of subjects reread more for the purpose of details than for any other purpose but tended not to reread when their purposes were mood, fact and opinion, persuasion, sensory imagery, characterization, anticipation of outcome, and generalizations.

Decidedly more experimental than control Regular students at the end of the instructional period made mental pictures for the purposes of characterization, anticipation of outcomes, and sequence; a slightly higher per cent of experimental than control students reported using visual imagery for all of the other purposes. The experimental Regular students related or connected ideas within the selection more than the control students did for the following purposes: comparison, generalizations, main idea, sequence, cause and effect, and characterization, (Table 34 , Appendix E).

There is substantially no difference in the per cents of experimental and control Regular students who read everything and did not skip parts of the selections, (Tables 33 and 35 , Appendix E). Most of the experimental and control students did not compare or relate ideas in the selection with something which they had previously experienced or read, (Table 36 , Appendix E). Neither the experimental nor the control Regular students tended to "just read," with fewer checking this vague description at the end of instruction than at the beginning. There is also little difference in the proportions of control and experimental students who memorized details for the different purposes; both groups reported doing so more frequently for the purpose of details and sequence than for any other purpose, (Table 34 , Appendix E).

In summary, experimental students, both Honors and Regular, were more successful than the control students in recalling the pre-stated purposes for which they read. The experimental students reported making visual images more than control students did. Although experimental students were more prone than control students to reread and to read everything in each selection, they did not tend at the end of instruction to memorize details or to rely on the description of "just reading" as much as control students did.

Although both groups of students seemed to use many of the same procedures and to adjust their techniques in harmony with their purposes, experimental students appeared to make slightly more adjustments than control students.

Per cent of correct responses for each purpose

The Test of Purpose, Part II, was not designed to be a diagnostic instrument. Because of the small number of questions developed for each purpose, comparisons of performance on questions related to the different purposes cannot be considered entirely dependable. In spite of the foregoing limitation, per cents of correct responses to questions for each purpose on the pre- and post-tests for both experimental and control students were calculated so that insight could be gained concerning the ease or difficulty of the selection and questions for the different purposes.

Table 22 gives the mean per cent of correct responses for each purpose. There are only slight differences in the kinds of responses made by experimental and control students for each purpose. Both experimental and control students were more successful on the post-test than on the pre-test for sequence, comparison and contrast, characterization, anticipation of outcomes, and generalizations. On the other hand, they had fewer correct responses on the post-test than on the pre-test for mood. Until further experimentation is done with the Test of Purpose, these variations in the per cents of correct responses should not be considered as definite gains or losses. Sequence appears to be the easiest purpose and mood, cause and effect, and persuasion the most difficult. The fact that persuasion was not taught may be somewhat responsible for the small per cent of correct responses.

TABLE 22

MEAN PER CENT OF CORRECT RESPONSES FOR EACH PURPOSE

Purpose	Experimental Students		Control Students	
	Pre-test	Post-test	Pre-test	Post-test
Details	.56	.55	.56	.51
Main idea	.52	.51	.53	.49
Sequence	.62	.74	.61	.70
Mood	.60	.44	.64	.40
Comparison and contrast	.47	.60	.56	.54
Cause and effect	.52	.44	.47	.42
Persuasion	.37	.45	.37	.42
Sensory imagery	.44	.51	.41	.47
Characterization	.48	.66	.47	.69
Anticipation of outcome	.34	.55	.37	.54
Generalization	.39	.68	.38	.60
Fact and opinion	.55	.60	.56	.54

Reactions to the experimental program

Because the materials and procedures had been developed and written by the research team, it seemed desirable to get reactions to the experiment from both experimental students and teachers after the final testing period. It was reasoned that if the experimental procedures were repeated, suggestions for the improvement of the teaching of purposeful reading made by those directly concerned in this research should be considered.

Thirty-five experimental students, randomly selected, were interviewed by members of the research team to obtain their reactions to the purposes selected for this study and to the materials developed. All interviews were recorded on tape. When asked if the purposes were worthwhile to them, the students were in agreement that they were. The most worthwhile purposes to these students were cause and effect, generalizations, main idea, and details. Those purposes considered least worthwhile were fact and opinion and comparison and contrast. Some students volunteered such statements as the following: "I was hardly aware of any of these purposes before this year." "If you knew them before, you didn't really think critically about them." "Before, I didn't know there were so many ways to read selections. It helps you to look at selections in different ways." "At the beginning of the year I was not doing too well in reading, and it has helped me a lot." "If you know what you are reading for, it is much easier after this program to read."

Experimental students found the examples included in the materials to be helpful. Suggestions for improvement of the materials included the following: include more practice materials at the end of each selection and differentiate more strongly between main idea and generalization. Some of these students reported that main idea, sequence, generalizations, and fact and opinion were somewhat difficult.

All of these experimental students knew that they were in an experiment. When asked if they behaved differently because they were in an experiment, they replied negatively. Some added comments such as the following: "It didn't make that much difference. We just learned from them (purposes)." "It might have made a difference if we were told this was testing for a grade; but considering it was work in class, it didn't make any difference." "A lot of times I just forgot about it. It was homework I had to do." "It seemed like a regular class--no strings attached." One student summarized how he felt at the end of the interview with the following statement: "The reward I received from this experiment was better reading--knowing why I'm reading, what I'm reading for, and different ways of reading different materials."

Experimental teachers, for the most part, felt positively toward purposeful reading instruction. They felt that purposeful reading was important and would become even more so as the students advanced in school. While these teachers were not certain that the reading habits of students had changed, they did feel the instruction was beneficial and would have a lasting effect on the students. The teachers stated that they would, more than before, set purposes when they made assignments and that they would use the suggestions gained from this study in their future teaching.

They gave constructive suggestions concerning some of the definitions. They suggested that these students were too immature to understand the concept of mood even though they appeared to enjoy this purpose. Although they wished they could have pursued the development of flexibility of rate, they all felt that they did not have the time to include it in the curriculum. Several reported that they did make suggestions concerning the adjustment of rate to purpose, but they did not provide practice situations for the students. These teachers suggested that such a program should be conducted in other content area subjects.

Description of Ways Students Read for Different Purposes

A secondary purpose of this study was to gain insight into ways students read for different purposes. To achieve this aim interviews were conducted, and eye-movement photography was undertaken.

Interviews were conducted with ninth grade students as the Test of Purpose was being developed. Five students who scored high and five who scored low in the preliminary experimentation were selected to describe how they read for each of the purposes. All were interviewed individually, and tape recordings were made. Students were asked to read each selection silently for the pre-stated purpose. When they finished reading each selection, they were first asked to describe how they read for each purpose. After they had an opportunity to describe in as much detail as they wished the ways in which they read for each purpose, they were asked more specific questions about their reading.

Very few differences were discerned between high-and low-ranking students in their reading for the different purposes. The principal difference between the two groups of students was that the poor readers experienced more difficulty than good readers in reading for the following purposes: main idea, generalizations, fact and opinion, and persuasion. As a result, poor readers reread more parts than those who scored high on the test. Low scorers also attempted to memorize details in isolation and reported that they "just read."

In reading for details the students who ranked high reported that they made mental pictures of each detail, related the details, and placed each detail into a total picture. They referred to the adjectives as the key words which they remembered; they made inferences about the main character from the details of his environment. The low-ranking students more often than the high-ranking ones memorized details without relating them in any way. Both groups of students felt it was necessary to read slowly for this purpose.

The students who were interviewed read for the purpose of sequence in a similar way to that which they used for details. In addition, both low-and high-ranking students attempted to remember the order in which the ideas appeared.

The high-ranking students remembered the sequence of the ideas by relating one idea to another and by relating the supporting details to each step in the sequence. They reported trying to sort out the unimportant from the important details. Both high- and low-ranking students reported rereading in order to keep the ideas in a sequential order. They referred to past experiences in reading for this purpose, especially in science and social studies classes.

The high-ranking students in reading for main ideas tried to pick out the principal thought and to decide which ideas were of less importance. They thought the topic sentence helped them to understand the main idea quickly. Low-ranking students tended to understand the details in isolation and did not synthesize the most important ones into a main idea; they discussed details alone and not in relationship to each other.

High-ranking students in reading for cause and effect used the words, "many reasons," from the first sentence as a guide; they reported that they knew what to expect by these words. They related the content to The Tale of Two Cities. Both high- and low-ranking students stated that when they read about wars, such as in the test selection, they automatically knew that the causes of the war would be included. All students reported reading more slowly than usual because there were many facts to be remembered; they also formed mental pictures.

Both high- and low-ranking students when they read for the purpose of comparisons looked for the ideas which were being compared and the similarities and differences of the two principal ideas. They looked for the main idea and related the main idea to a television program which they had seen.

The high-ranking students appeared to understand the generalization in the selection which they read for that purpose, but low-ranking students did not. The latter students, as a result, reread the selection and stated that they did not know what a generalization was even though it had been explained to them before they read the selection. Some of the high-ranking students had difficulty in distinguishing between a main idea and a generalization. They used key words and tried to remember the most important ideas. Most of the students were somewhat vague in their descriptions of how they read for the purpose of generalizations.

Neither high- nor low-ranking students appeared to try to determine which ideas were facts and which were opinions when they read for the purpose of fact and opinion. Instead, they read it 'sort of like a mystery story" and read "faster and faster" as they approached the last statement. They used descriptive words, which they considered to be key words, to help them understand the content; they related ideas within the selection; they formed mental pictures. They appeared to understand the selection as a whole and did not try to separate ideas which were true from those which were opinions. They did not suggest any way of evaluating the material which they read.

High-ranking students referred to editorials in newspapers and speeches which they had heard when they discussed how they read for the purpose of understanding persuasion. They formed mental pictures and related the situation in the selection to scenes from moving pictures. Both high- and low-ranking students did not use topic sentences to help them gain meaning; they wished to understand the main idea and did not try to memorize details.

These students appeared to enjoy reading for the purpose of understanding mood and referred to the stories of Edgar Allen Poe as examples of mood. They read slowly so that they "would not miss anything." They referred to the descriptive words as the key words and tried to make a mental picture of what was happening. One student referred to the use of key words in this manner: "I don't remember the words, but they sort of jumped up and you could tell by the words that something was going to happen." Low-ranking students read slowly, thinking about the selection all of the time.

In reading for characterization, high-ranking students tried to understand the main character by his relationship to his father. Both high-and low-ranking students formed mental pictures of the characters, did not memorize details, and did not look for topic sentences. They tended to read to enjoy the selection and did not have many suggestions about how they read.

These students were reminded of poetry when they read for sensory imagery. They formed mental pictures and reported trying to see and to hear the things that were described. They did not use topic sentences nor did they try to remember details.

Both high- and low-ranking students appeared to enjoy reading for the anticipation of outcomes. Since they suspected that no conclusion would be given, they kept thinking what might happen at the end of the selection. High-ranking students at first related the phrase, "flash of orange fire," to the "dropping of the atom bomb on Japan." They used adjectives to help them picture what was happening and what might happen. They did not try to memorize. They reported that it was necessary for them to relate ideas so that they could form their own conclusions. They definitely formed mental pictures when they read.

The foregoing descriptions reveal that the students in the preliminary investigation who were interviewed did not read in the same way for all of the purposes. In some instances, however, it appeared that the content of the selection instead of the purpose for reading influenced the choice of procedures which students used.

At the same time that the procedures questions in the Test of Purpose, Part II, were being validated by means of eye-movement photography and interviews, additional insights were gained concerning how another group of students read for the two purposes of anticipation of outcomes and cause and effect. These two purposes were chosen because they appeared to be widely divergent and would elicit different kinds of responses if students did read differently for various purposes.

In reading for anticipation of outcomes, these students connected and grouped ideas within the selection. They did this to understand the main idea, to determine what was happening, and to understand the climax. These students also believed that it was not possible to anticipate outcomes if they did not mentally organize and relate the ideas from the selection. From the first sentence they attempted to find a solution to the situation or an ending. They read quickly, formed visual images, thought about television programs which they had seen, and tried to determine all of the possible steps that the character in the selection would take. One student reported that he "thought in terms of the situation" but did not necessarily put himself into the character's place.

These students thought they read more slowly when they read for cause and effect than when they read for anticipation of outcomes. They tended to read ideas separately and not to connect them into one unit. They attempted to remember each reason or cause by itself since they thought each cause had its own meaning. They reported thinking about how an idea would later produce an effect. They related ideas to those which they had read in their history books.

Although there was considerable variation in the patterns of eye-movements among the subjects, some objective evidence was gained by a study of the eye-movement photography.

For the most part, these students read more words per minute when they read for anticipation of outcome than for cause and effect. For the purpose of anticipation of outcome the range of rates of reading was from 298 to 510 words per minute; for cause and effect, 195 to 315. They made more fixations per line for cause and effect than for anticipation of outcomes. There was evidence of more rereading and more regressions when these students read for cause and effect than for anticipation of outcome. Only a few of the students skimmed for either purpose.

The data from the interviews and the eye-movement photography reveal that these students in the preliminary investigations made some adjustments in their reading for different purposes.

Chapter Summary

This chapter has presented the findings of the investigation for the 62 experimental and the 62 control subjects as well as those for all of the students in the experimental and control classes.

The experimental subjects did not read significantly better than the control subjects for the twelve purposes with which this study is concerned. However, the difference in the performance of the experimental and control classes, as well as for the experimental and control Regular classes, in reading for different purposes was highly significant. There was no significant difference between the Honors sections in reading for different purposes. A higher per cent of experimental students than control ones made gains of more than one standard deviation; the foregoing suggests that a larger proportion of experimental than control students profited by reading instruction.

The experimental subjects and the experimental classes, both Regular and Honors, were more successful in identifying independently purposes for which selections should be read. The differences were all highly significant. A larger per cent of experimental than control students made gains of more than one deviation on the post-test.

The experimental subjects did not achieve significantly better in either rate of reading or in level of comprehension on the Cooperative English Test: Reading Comprehension post-test. Experimental students as a group did achieve significantly better than control students on level of comprehension. The experimental Honors students performed significantly better than control students in rate of reading, but there was no statistically significant difference in the performance of the two groups of Regular students in this respect. Because so many students scored very high on the pretest, they could not demonstrate growth because of the limitations of the evaluation instrument for these students.

The results of the analysis of the responses on the Reading Inventory showed no significant difference in the performance of experimental and control subjects or students.

A larger per cent of experimental students, however, selected the appropriate responses on the Inventory than control subjects and students did.

Experimental subjects and experimental students from both Honors and Regular sections were more successful than control subjects and students in remembering the purposes for which they had been asked to read. A qualitative analysis of the responses to the procedure questions on the Test of Purpose gave evidence that more experimental subjects and students than control subjects and students made adjustments in their reading for different purposes.

This chapter also presented the findings from the interviews and eye-movement photography in regard to the procedures students in the preliminary investigations used in reading for different purposes.

The summary, conclusions, and implications of this study, along with the limitations and suggestions for further research, are included in the next chapter.

References

1. Helen M. Walker and Joseph Lev, Statistical Inference (New York: Holt, Rinehart and Winston, 1953), p. 155.
2. Cooperative English Tests: Technical Report (Princeton, New Jersey: Educational Testing Service, 1960).
3. Ibid., p. 14.
4. Ibid.
5. E. F. Lindquist, Design and Analysis of Experiments in Psychology and Education (Boston: Houghton Mifflin, 1953), p. 322.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The major purpose of this investigation was to gain an understanding of the effectiveness of direct, planned instruction in reading comprehension for ninth grade students who did not adjust their reading to different purposes. Purpose for this study was defined as desired behaviors or objectives of comprehension to be attained in the educational enterprise.

The secondary goals of the experiment were to develop evaluation instruments to determine the competence of students in reading for different purposes and instructional materials that could be utilized with any set of textbooks or commercially-published materials in the English curriculum. In addition, objective information was obtained through eye-movement photographs of the ways students in the pilot studies read for different purposes; subjective information on processes used by high school students in reading for different purposes was revealed in interviews.

To achieve the objectives of this study, four steps were undertaken. First, a conceptual framework was developed. This framework was based upon one in prior research developed by the experimenter and upon a survey of a meager number of research studies and an extensive amount of opinion by specialists in the field of reading. Special attention was directed toward opinions, research methods, and research related to the twelve purposes selected for this study, namely details, main idea, comparison and contrast, sequence, cause and effect, generalizations, anticipation of outcome, sensory imagery, mood, characterization, fact and opinion, and persuasion.

The second step was to formulate the methods and procedures of this investigation. The specific purposes with which this study was concerned were selected from a list of 215 purposes for reading as stated by reading experts. Two groups of high school reading and English teachers helped to finalize the selection of the twelve purposes with which this study was concerned. Two forms of an experimental Test of Purpose and one form of a Reading Inventory were planned, developed, and tried out in preliminary investigations. The Test of Purpose consisted of two parts: the first to assess students' abilities to identify the most appropriate purposes for which selections should be read and the second to evaluate students' abilities to read for pre-stated purposes. Included in the second part were check lists for students to use in describing how they read for different purposes. The Reading Inventory was developed to give additional insight into the processes of purposeful reading. Instructional materials were prepared for all purposes selected for this investigation with the exception of persuasion which was eliminated after the study had begun. To secure subjects for this investigation the Test of Purpose was administered to all ninth grade students enrolled in either the Regular or the Honors English classes in Niles Township High School West, the school selected for this investigation.

The third step was the application of the techniques developed for this study in ninth grade English classes. Teachers were assigned by the chairman of the English department as either experimental or control teachers. In addition to the Test of Purpose, the Cooperative English Tests: Reading Comprehension and the Reading Inventory were administered to all ninth grade students. Experimental teachers used the experimental instructional materials to introduce each purpose and transferred the concepts and techniques to curricular materials. No single approach for teaching reading comprehension was used in the control classes; instead, general procedures were employed. The effectiveness of reading instruction in the control and experimental classes was evaluated by another form of the Test of Purpose and the Cooperative English Tests: Reading Comprehension and by the readministration of the Reading Inventory.

The fourth step was the statistical analysis of the results obtained from the evaluation instruments as well as the qualitative analysis of the information obtained from the intensive interviews and the data from eye-movement photographs. Post-test scores were compared with pre-test scores of the two parts of the Test of Purpose, and the Cooperative English

Test: Reading Comprehension, and the Reading Inventory for the experimental and control subjects and for all members of the experimental and control classes. The t and the analysis of covariance statistics were used to make the foregoing statistical comparisons. Qualitative descriptions and comparisons were made of the procedures used by experimental and control subjects.

Conclusions based on the findings were then formulated.

Limitations of the Study

The nature of this investigation caused it to be subject to a number of limitations which were recognized by the experimenter. The major ones are as follows:

1. The population was somewhat atypical from that in many high schools. The mean intelligence quotient of these students was above average, and the mean reading achievement scores were above grade level. The majority of these students plan to attend college. In addition, the population represented, for the most part, an upper middle-class socio-economic group. Therefore, generalizations based upon the findings of this study cannot be extended to other types of student populations.

2. Instruction was incorporated only in English classes at the ninth grade level. Purposeful reading instruction at other grade levels and in other content areas was not investigated.

3. Twelve purposes were included in this study with

instruction being provided for 11 of them. Although considerable care was expended in the selection of purposes, it is recognized that these purposes are not the only ones which could have been investigated. A study of other purposes might have yielded different results.

4. The qualitative data, such as the results of the intensive interviews and the responses to process questions, did not lend themselves to statistical analyses and were difficult to analyze and interpret. The interpretation of some of the data was necessarily a subjective one. It is recognized that other interpretations are possible.

5. Although extreme care was taken in the development of the Test of Purpose, certain limitations are noted. The major one is that only one selection with five questions for each purpose is included in Part II. If longer selections or more than one selection with an ample number of questions had been possible, different results might have occurred.

Findings Related to the Hypotheses

The following findings related to each hypothesis were shown from the data:

1. The statistical analysis of the data showed that experimental subjects, as a result of instruction, did not read significantly better than control subjects for the twelve purposes with which this study was concerned. There was no statistically significant difference in the number of correct responses given by the experimental and control subjects to

questions on the Test of Purpose, Part II. Because of the foregoing finding, the first hypothesis was rejected.

However, more experimental than control subjects made gains of more than one standard deviation on the post-test. This finding shows that when numbers of subjects alone are considered more experimental subjects than control subjects gained in reading for the different purposes.

2. As a result of instruction in reading for different purposes, experimental subjects independently identified appropriate purposes for reading different selections significantly better than control subjects did. Statistical treatment of the quantitative data from the Test of Purpose, Part I, revealed a significant difference beyond the .01 level of confidence in the performance of experimental and control subjects. In addition, 50 per cent of the experimental subjects, in comparison with 27 per cent of the control subjects, made gains of more than one standard deviation on the post-test. Therefore, the second hypothesis was sustained.

3. No statistically significant difference was found in the performance of experimental and control subjects in comprehension and in rate of reading on the Cooperative Reading Test: Reading Comprehension, Form 2B. However, a further analysis of the test results showed that 29 per cent of the experimental and 34 per cent of the control subjects could not demonstrate gains in comprehension because of their high scores on the pre-test. Approximately ten per cent in each group

could not show gains in rate on the post-test for the same reason. The third hypothesis was tentatively rejected because the data secured did not support it. However, because of the limitations for these subjects of the standardized test chosen to assess comprehension and rate of reading the findings related to this hypothesis may be questioned.

4. From a qualitative analysis of the data obtained from the responses to the procedure questions on the Test of Purpose, Part II, it was found that experimental subjects made more adjustments in their reading techniques to the different purposes for which they had been taught to read than control subjects did. On the Reading Inventory, however, no statistically significant difference was found in the procedures used by experimental and control subjects although a larger per cent of experimental than control subjects selected the most appropriate responses. Experimental subjects were more successful than control subjects on the post-test in remembering the purposes for which they had been asked to read.

The qualitative analysis of the data gave evidence that more experimental than control subjects made adjustments in reading for different purposes. Since there was no statistically significant difference in the responses on the Reading Inventory for experimental and control subjects, the fourth hypothesis is only partially supported.

Ancillary Findings

In addition to the foregoing findings related to the subjects in this investigation, the effectiveness of the instructional techniques for all members in the 14 experimental and the 15 control classes was determined by appropriate statistical techniques. The findings from the comparisons of the performance of the two groups of students are as follows:

1. The experimental classes read significantly better for the twelve purposes with which this study is concerned than control classes did. The difference in the performance of the two groups on Part II of the Test of Purpose was significant at the .001 level of confidence.

The experimental Regular English classes answered questions related to the twelve purposes significantly better at the .001 level of confidence than did the control Regular classes. The difference between the experimental and control Honors sections was not significant.

2. Experimental classes independently identified appropriate purposes for reading different selections significantly better than control classes did. The differences between the experimental and control Regular classes and those between the experimental and control Honors classes were also highly significant. All differences were statistically significant at the .001 level of confidence.

3. Experimental students achieved significantly better in comprehension as a result of instruction in reading for different purposes than control students did. An analysis of the results of the level of comprehension subtest of the

Cooperative English Test: Reading Comprehension showed that the performance of the experimental students was significantly different from that of students in the control classes.

A further analysis of the post-test results of students in the experimental and control Regular English classes showed that the difference between these two groups in level of comprehension was significant at the .10 level of confidence. This is not considered a significant difference although the results approach significance. There was no statistically significant difference between the Honors groups, many of whom had reached or approached reaching the ceiling on the pre-test.

4. The differences between the experimental classes and the control classes and between the experimental Regular classes and the control Regular classes on the rate of reading subtest of the Cooperative English Test: Reading Comprehension were not significant. However, the experimental Honors classes performed significantly better on the rate of reading section of this test than control Honors classes did.

5. There was no statistically significant difference in the kinds of responses experimental and control students made on the Reading Inventory although a larger proportion of experimental than control students selected the most appropriate responses.

Experimental Honors students appeared to adjust some of their reading techniques to their purposes on the post-test more than control Honors students did, especially in using visual imagery, in rereading, and in relating ideas from the content of the selection to their experiential background. Control Honors students "just read," memorized details, and connected ideas within the selection more often than experimental Honors students did.

More experimental Regular students at the end of the instructional period related or connected ideas within the selection and used visual imagery than control Regular students.

6. A larger per cent of students in both experimental and control Regular English classes stated correctly the purposes for which they were asked to read on the post-test than on the pre-test (Test of Purpose, Part II). Experimental Regular classes tended to remember the purpose for which they were asked to read more frequently than control classes did. Experimental Honors students were more successful than control Honors students in recalling the pre-stated purpose.

7. The Test of Purpose, Part I and II, was a satisfactory evaluation instrument for this study. The reliability for Part I, Forms A and B, was .86 and .92; that for Part II, Forms A and B, .74 and .72. Both parts had construct validity. No student approached the ceiling on either Part of the pre-test, and no student missed all of the questions on the content of the selections in Part II. The process questions give some insight into procedures students use when they read for different purposes.

8. The Cooperative English Test: Reading Comprehension,

Forms 2A and 2B, was not an adequate instrument for testing comprehension abilities of the students in this investigation. The reading achievement of these students was average or above average before the experiment began. Many scored at the top limits of the pre-test and therefore could not demonstrate gains in reading if any occurred throughout the instructional period.

9. The experimental instructional materials and procedures were effective for use in introducing each purpose to ninth grade students. Although teachers combined the purposes when they were teaching curricular materials, additional materials in which students read for several purposes within one selection might have been beneficial.

10. Purposeful reading as developed in this study was incorporated effectively within different units of the English curriculum. The same curricular units were taught in all English classes of the same track, but there was considerable flexibility in the order in which they were introduced. The purposes, however, were introduced in all classes in the same order.

Major Conclusions

Based upon the findings related to each hypothesis and the ancillary findings of the study, the following major conclusions of this investigation appear to be justified:

Conclusion 1

The ninth grade students in this study gained in reading more by direct, systematic instruction in purposeful reading than by the incidental procedures commonly used in English classes.

Conclusion 2

Instruction in purposeful reading enabled students to identify appropriate purposes for which selections should be read more successfully than the incidental procedures used in English classes did.

Conclusion 3

English teachers in this experiment who had had no academic training in reading were successful in teaching purposeful reading to ninth grade students when adequate guidance from a reading specialist and appropriate instructional materials were available.

Conclusion 4

The experimental instructional materials were flexible and could be used with different units of instruction to introduce purposeful reading. They were used successfully with this population both at the beginning and within units of the curriculum.

Conclusion 5

The Test of Purpose and the Reading Inventory were satisfactory instruments for the identification of subjects for this study and for the assessment of progress made by both the subjects and the students involved in the investigation.

Conclusion 6

Purposeful reading, as conceived in this study, did not result in the improvement of rate of reading for the subjects and for the members of Regular English classes but did for the members of the Honors English classes. The bright students who were superior readers before the study began gained in rate of reading even though direct attention to and adequate practice in rate of reading were not included in the study.

Implication of the Findings

The findings of this study have implications for teachers as well as curriculum and test-makers. Learning experiences in purposeful reading should be a part of planned, systematic instruction in reading.

First, those responsible for curriculum development should investigate their curriculums to determine if learning experiences to develop purposeful reading are provided. Instruction in reading for the purposes with which this investigation was concerned as well as other purposes which may be deemed important should be included.

Second, instruction in purposeful reading should be extended to other grade levels, both above and below ninth grade, and to other content areas so that students can become proficient in reading materials for different purposes.

Third, test-makers should direct their attention to the development of purposeful reading evaluation instruments appropriate for elementary school pupils and college students to determine the efficiency with which students at other levels read purposefully.

Fourth, well-planned assignments in which students either are told the purpose for reading or are given direct instruction and guidance in setting their own purposes are important.

Fifth, students should be taught how to set their own purposes for reading in many different situations. Early instruction and continuing guidance in purpose-setting should help students become independent in the selection of appropriate ways of reading a wide variety of reading materials.

Sixth, observations made by teachers of the ways in which students adjust their reading techniques to different purposes might yield information concerning the processes involved in purposeful reading. Although the experimental students made somewhat obvious adjustments as they read, it appears that more insight is needed into procedures which might be taught and used in purposeful reading.

Suggestions for Future Research

This study has answered the questions upon which the hypotheses were based. As the study progressed, additional areas in need of investigation were identified. The exploration of these areas might well add to our knowledge of purposeful reading and the processes involved in reading for different purposes.

Among the problems which need further investigation are the following:

1. The whole area of the process of purposeful reading is in urgent need of investigation. Research might determine if there are different or common procedures used in reading for different purposes by students at the various educational levels. Different techniques than those used in this study might yield new insights into procedures students use when they are reading purposefully.

2. Research is needed to suggest a sequential order for the teaching of the various purposes. It is possible that another order of development might be equally satisfactory or superior to the one followed in this investigation. In the absence of research, logical reasoning and expert opinion have been the guides for the ordering of the purposes. Research concerning the foregoing problem is needed because there is a lack of agreement among reading specialists concerning the sequential development of purposes related to comprehension.

3. Research is needed to determine if each of the different subject matter areas, by the nature of their content, emphasizes a particular core of purposes, if the same purposes are common to all subject matter areas, or if there are both common as well as particular purposes for the different content area subjects.

4. Using procedures similar to those in this study, investigators could gain insight by the following:

a. Purposeful reading instruction should be extended to other grade levels. It is possible that this is an optimum time for such instruction; on the contrary, it is possible that this type of instruction is needed at several grade levels before students are able to read efficiently for different purposes.

b. Instruction in purposeful reading should be provided for a high school population which is more typical to that in most public high schools. Such a study would help to determine whether or not purposeful reading instruction is just as effective with average students as with bright ones.

c. Purposeful reading should be taught in other content areas besides English. A school-wide program in purposeful reading should be investigated to determine what benefits can accrue when students receive such instruction in more than one subject-matter area.

5. The methodological procedures used to teach comprehension skills to ninth grade students should be compared with other structured high school reading programs. The experimental students made more progress in reading than the students who received instruction by the procedures commonly used in high school English classes. However, it is not known whether the plan used in this study is the most satisfactory one for teaching comprehension skills to high school students.

6) Research is needed to determine the best instructional methods for teaching students how to set their own purposes for reading. Although the experimental students were informally helped in setting their own purpose, the major emphasis of this investigation was in reading for prestated purposes. More opportunity is needed for students to set their own purposes so that appropriate procedures for purpose-setting can be identified.

Concluding Statement

This study has shown that instruction in purposeful reading was successful in the improvement of reading abilities of ninth grade students. It has provided a systematic, sequential plan for the teaching of comprehension skills within the regular English curriculum and evaluation instruments for assessing purposeful reading. It has shown that classroom teachers, untrained in methods for teaching reading, taught effectively purposeful reading with the guidance of reading specialists.

This investigation has gone beyond previous studies in techniques developed; yet much additional inquiry into the fundamental processes of purposeful reading and into procedures for teaching purposeful reading are urgently needed.

APPENDIX A

THE TEST OF PURPOSE

TEST OF PURPOSE

PART I

EXAMINER'S MANUAL

Directions for Administration

The examiner asks for the students to clear their desks except for a pencil.

The testing materials should then be distributed. Instruct students not to look at the materials until told to do so. Each student should be given (1) a test booklet entitled Test of Purpose, Part I, (2) an answer sheet, and (3) a four-page booklet of directions. The test booklet consists of twenty-four brief selections of pleasure-type and study-type reading. The answer sheet contains spaces for identifying information and twenty-four lines of capital letters ranging from A to L. The directions consist of a general statement, directions, a list of twelve purposes and their definitions, and two sample selections.

After these materials have been distributed, the examiner should instruct the students to fill out the identifying information on the answer sheet. As soon as this task is completed, the examiner then instructs the students to turn to the booklet of directions for the test.

Read the following orally while the students read to themselves.

"GENERAL STATEMENT: The following is an explanation of this test. Read it to yourselves while I read it aloud.

Continue to read aloud:

"First Sample Selection

"The brightest star in the heavens is Sirius, the Dog Star. The diameter of Sirius is approximately a million and a half miles. Because of its brightness, Sirius appears to be close to the earth. Actually, it is fifty trillion miles away. This distance is so great that the light from Sirius must travel through space eight and a half years before it reaches the earth."

Continue to read aloud:" In which way should this selection be read? Look at definition I for MOOD. Was this selection written to give the reader an understanding of a mood? Also, look at the definition L for SEQUENCE. Was this selection written to tell of an order of events or order of place? Read definition K for SENSORY IMAGERY. Was this selection written to give you a mental picture? Now look at definition E for DETAILS. Does this selection present items or facts? Which of these answers is the best? The correct answer is DETAILS because the dominating purpose of this selection is to tell the reader facts about Sirius."

"Therefore, in the list of capital letters after First Sample Selection on the answer sheet, an E has been circled to indicate that the correct purpose for which the First Sample Selection should be read is details.

Continue to read orally while the students read to themselves.

"Try this next selection yourself. Read the selection; then turn to the list of definitions and decide which is the best way this selection should be read."

Do not read the Second Sample Selection aloud, but allow time for the students to read it. After all have read it, continue to read the directions aloud.

"Now indicate your choice on the answer sheet by circling the letter of your choice after Second Sample Selection on the answer sheet."

After students have indicated their choices of answer say:

"Your choice should be D to indicate a comparison of the two sides of a Zulu boy."

Continue to read:" Continue with this same procedure for the selections in this test. Read each selection quickly, then choose from the list of definitions the way you think each selection should be read. Do not spend too much time on any one selection.

All of the selections in this test are divided into two groups. The first ten selections, Part A, are samples of pleasure-type reading or material which you might read for enjoyment. The second group are fourteen samples of study-type reading or materials which you might read to gain information. When you finish the first group, do not stop; go on to group two.

"While taking this test, it is important to keep in mind that the meanings of any reading material may be stated or implied. Some of these selections, therefore, have implied meanings. In any case, the way each of the selections should be read can be found in the list of definitions on page two.

Conclude by saying:" Any questions? Begin!"

Allow thirty minutes for the test.

TEST OF PURPOSE

Directions for Part I

Time: 30 Minutes

GENERAL STATEMENT: The following is an explanation of this test. Read it to yourselves while I read it aloud.

A good reader knows how to read a selection according to the way it is written. For example, if a selection has many important details in it, a good reader should pay special attention to those details. If the most important feature of a selection is the main idea, a good reader should pay special attention to the main idea. The purpose of this test is to see how well you can choose the most appropriate way a selection should be read.

DIRECTIONS: I will now read the directions on how to take this test while you read them to yourselves. Pay close attention to them so that you will understand what to do.

This test consists of twenty-four selections which have been divided into two groups. Each of the selections was written to be read in a special way. These special ways are listed and explained on the page entitled DEFINITIONS Now read these definitions to yourself, making sure that you understand them. Look up when you are through so that I will know that you are ready to go on with these directions.

(Allow time for the students to read the definitions on the following page)

DEFINITION PAGE

WAYS OF READING DEFINITIONS

A. ANTICIPATION OF OUTCOME: Looking ahead for a possible ending to a story or for a possible answer to a question

B. CAUSE AND EFFECT: Seeing the reasons for a situation and the results of that situation

C. CHARACTERIZATION: Becoming acquainted with a fictional or biographical character by means of description or conversation

D. COMPARISON AND CONTRAST: Noting similarities and differences among persons, events, or ideas

E. DETAILS: Noting single items or facts which seem to be more outstanding than anything else in the selection

F. FACT AND OPINION: Distinguishing between a true situation and some one's interpretation of that situation

G. GENERALIZATION: Noting general statements drawn from the information given in the selection

H. MAIN IDEA: Understanding the central thought of the selection

I. MOOD: Understanding a strong feeling or atmosphere which predominates in a selection

J. PERSUASION: Recognizing an author's attempts to change or influence the reader's opinions or ideas

K. SENSORY IMAGERY: Forming vivid images or pictures from a description (almost being able to see, hear, or touch objects)

L. SEQUENCE: Noting the order in which information is given, such as time or place order

You are now ready to try a sample selection. Read the following short selection and decide the way for which it should be read.

First Sample Selection

The brightest star in the heavens is Sirius, the Dog Star. The diameter of Sirius is approximately a million and a half miles. Because of its brightness, Sirius appears to be close to the earth. Actually, it is fifty trillion miles away. This distance is so great that the light from Sirius must travel through space eight and a half years before it reaches the earth.

In which way should this selection be read? Look at definition I for MOOD. Was this selection written to give the reader an understanding of a mood? Also, look at the definition L for SEQUENCE. Was this selection written to tell of an order of events or order of place? Read definition K for SENSORY IMAGERY. Was this selection written to give you a mental picture? Now look at definition E for DETAILS. Does this selection present items or facts? Which of these answers is the best? The correct answer is DETAILS because the dominating purpose of this selection is to tell the reader facts about Sirius.

Therefore, in the list of capital letters after First Sample Selection on the answer sheet an E has been circled to indicate that the correct purpose for which the First Sample Selection should be read is details.

Try this next selection yourself. Read the selection; then turn to the list of definitions and decide which is the best way this selection should be read.

Second Sample Selection

A Zulu boy in the plains of Africa has no fear of the lion that roams his land, and yet he is very timid when he meets a white man. This timidity is not a sign of cowardice. The Zulu has a superstitious dread of white man's mysterious "powers". Stalking a lion with a bow and arrow to a Zulu is a good day's sport. If the infuriated beast is not killed by the first arrow, the Zulu will attack him with only a spear. Yet, if a white man, whom he does not know, so much as shakes his hand, the Zulu will tremble with fear.

Now indicate your choice on the answer sheet by circling the letter of your choice after Second Sample Selection on the answer sheet.

Continue with this same procedure for the selections in this test. Read each selection quickly; then choose from the list of definitions the way you think each selection should be read. Do not spend too much time on any one selection.

All of the selections in this test are divided into two groups. The first ten selections, Part A, are samples of pleasure-type reading or material which you might read for enjoyment. The second group are fourteen samples of study-type reading or material which you might read to gain information. When you finish the first group, do not stop; go on to group two.

While taking this test, it is important to keep in mind that the meanings of any reading material may be stated or implied. Some of these selections, therefore, have implied meanings. In any case, the way each of the selections should be read can be found in the list of definitions on page two.

Answer Sheet

TEST OF PURPOSE

Part I

Form A and B

Name______________________________ Date________ Age_______ Sex________

Address____

Birthdate______________________ Teacher____________ Period________

First Sample Selection___E___

Second Sample Selection_______

Section 1

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

Section 2

11._____
12._____
13._____
14._____
15._____
16._____
17._____
18._____
19._____
20._____
21._____
22._____
23._____
24._____

TEST OF PURPOSE

EXPERIMENTAL EDITION
FORM A

PART I

Section I

This test has been divided into two sections. The first section (selections 1 through 10) represents different types of reading for pleasure. The second section (selections 11 through 24) represents different types of reading for learning or study.

Although the test has been divided in this manner, you are not to stop after you complete the first ten selections. Continue working throughout the entire test without interruption.

Today Wendy was following the boys. They walked along until they came to the deserted quarry, and she was told that if she wanted to tag along, she would have to fulfill certain requirements, the first of which was to jump from the ledge into the water below. Scotty and Kip were very vague; they wouldn't say exactly how warm the water was, or really whether or not there were rocks down there, or how to jump around the lower ledge. In fact, they just didn't seem to know much about it; they pretended that there was nothing to it. So thought Wendy as she prepared to leap. A cold sweat came over her as she looked down--very far down; the wind came whipping up at her, and some birds swooped down from the overcast sky just as she prepared to spring.

Of all the different kinds of festivals conducted throughout the world today, perhaps the most simple is an Eskimo dance. The signal for the start of the dance is the beating of a drum. Upon hearing the first hollow beats of the drum, all the men, women, and children of the Eskimo village rush to the dance house, a very large igloo built for such occasions. As they gather together, everyone joins in a circle and starts to sing in a high-pitched monotone. There is no other music except the beating of the drum and the dancers' voices. Suddenly one of the singers leaps into the middle of the circle and dances about, keeping time to the drum. The song he sings is usually an old legend about the village or the story of his own achievements. When he is tired, he steps back into the circle; and another man, woman, or child takes his place. The Eskimos have little concept of time during these festivities. Hour after hour their dance continues until finally one by one the exhausted members leave the circle and go back to their homes.

She won, she won, she won! For three years she had prepared for this piano audition, and now she had not just passed, she had won! Francie whirled around the bannister, skipped off the last step, and ran out of the house. She must tell Jeanne and the girls. From the branch of an oak a little squirrel chattered madly down at her, and she laughed to see it. Oh, what a beautiful day it was! The newly-painted house of the Rocusses seemed to cheer the whole street. The Deneens had not done theirs yet, but she knew they would soon now. The street, the whole day, everything would be shiny and good. "Good morning, Mr. Hinkle. Good morning, Mr. Scharz!" Francie burst into Jeanne's house without even knocking. The whole Bush family looked up from breakfast and started to smile. Her enormous grin lit up her whole face under the curly, uncombed hair. "Ohhhh!" she actually squealed, and then tried to calm down long enough to speak in sensible phrases so that she could tell everybody, everybody!

One of the great terrors in the Arctic mountains is an avalanche of snow. After a blizzard has howled incessantly for weeks, it leaves huge shelves of snow protruding from the mountain cliffs. These great white blades, carved by the wind, hang over the valleys. In the silence after the storm the added weight of a scurrying, half-starved rodent or even the vibration of a mountain lion's cough is enough to snap one of these blades from its base. With a roar the snow starts to slide to the valley. In moments it builds into a gigantic mass of white, ripping loose the entire mountain side. Great trees snap like twigs. Any animal, regardless of its strength or size, is crushed. Nothing survives in its path.

Because of Joe's clean locker, casual air, and high grades he was considered to be very bright. Yet, certainly he never seemed to study. He never complained about a coming test or a difficult assignment. In fact, he was seldom home in the evening to answer phone calls from friends who needed his help with homework. He never said much about his evening activities, but every one had heard that he moved with a most sophisticated crowd in expensive places.

Most of his friends considered themselves fortunate to know Joe at all because he was always the center of a good time. One noon, for example, he started a touch football game using a tin can for a ball. There were two or three real footballs around, but no one thought to use one. Joe and his tin can were much more fun.

His lively way of life, of course, explained his continual good-natured weariness. "Boy, what a night I put in," he would say during his first hour class while pressing his hands against his eyes. This action always triggered off an exchange of knowing glances among his friends.

The only one who worried about Joe's way of life was his mother. "I wish you would answer just once in a while," she said one evening after the phone had rung three times for him during dinner.

"You know there's no sense in that," he replied.

"I think it would be better if you would talk to some of those boys who call," said his mother. "Ask them to come see you."

"I see them all day at school," he said.

"But what fun is that? Really, you work so hard...."

"You know that I have to work hard," he said rising from the table. "I'm going back to my room now. And remember, I'm not home if anyone calls. I've got an English theme to write and this geometry is harder than ever. I don't understand it at all."

In winter there are gulls on water free from ice from Lake Michigan and the smaller lakes down the Mississippi to the Gulf of Mexico, but in the spring these birds fly farther north to nest on the purple lava rocks along the Great Lakes. It is a time of plenty. The winter leaves behind a large supply of food, and the days that follow are warm and long with sunlight. Over the cold blue waters of Lake Superior and over the sparkle of Lake Michigan the gulls sail, flashing white wings and shiny bodies, a sign of nature's serenity against a bright summer sky.

Yet, this tranquil scene is a mask for another side of nature's face. During the nesting season along the rocky shores of Lake Superior these seemingly peaceful birds wage bloody war on one another, inflicting cruel wounds or death. Fighting takes place because the nesting places are very crowded and the territorial boundaries must be rigidly enforced. When even a downy baby, just able to waddle about, steps over the invisible boundaries of a neighboring family's territory, he is immediately attacked by adult birds and often pecked or beaten by their wings until he is dead.

In a way, the house had the appearance of a weary old man. Its windows were half open and looked like heavy eyes drugged with drowsiness. Its crooked door resembled a yawn, wide and toothless. The front steps sagged like the folds of a chin; and the shingles, gray and curling, gave the impression of an old tousled head. The whole frame leaned against the wind which whispered through its door and windows and down its empty chimney like a sigh.

Bob was too involved with his parents' greetings when he came in the door to realize that he was home--that is, to feel he was home. His mother had tears in her eyes as she held him close for a long moment. His father grasped his hand, talking very fast and loudly. Not trusting his own sentiment, Bob gruffly excused himself to go to his room and wash for dinner.

When he came into his own room, still wearing his army uniform and carrying a duffle bag in each hand, he knew he was home. It was a peaceful room, orderly, but not with the same regimented coldness of a barracks. He smiled at the hockey stick in the corner, the last souvenir of his childhood. The rest had long since been stored in the attic. On his dresser were pictures of his old buddies and girls, and his last summer's clothes hung in the closet. His bed seemed so big and high off the floor; it was much more of a bed than his bunk at camp. Over the bed the portrait of his grandfather looked at him with a searching but accepting way, just as it had always done. Through the window he could see in the dusk the still shadows of the big pine, its boughs laden with snow.

Now he was home. For two weeks he would be home. In a way he wished it were forever.

Among the green prairies of northern Illinois there is a small desert inhabited by plants and animals which are especially adapted to life in sand country with heat, dryness, and no shade. This little desert of several miles is on a glacial deposit of sand, that is dry, parched, and hot. The animals and plants native to this area live in the desert by choice; shady, green lands lie not far away. The creatures of the sands can live successfully under possible desert conditions even in so limited an area as this.

Once again the question has been revived among those who study literature as to whether Francis Bacon or William Shakespeare was the true author of the Shakespearean plays. Bacon, indeed, was one of the great writers of the Elizabethan Age. His essays show tremendous power of thought. His writing is the work of a well-educated person who had a strong control over the use of the English language. Bacon is believed by some scholars to be the greatest writer of all time. Consequently, to them, he must also have written the Shakespearean plays.

This writer believes that the very characteristics which are so greatly admired about Bacon's writing are in themselves proof that he is not the author of Shakespeare's plays. It is true that Shakespeare was no scholar; his plays are filled with historical and grammatical mistakes. His genius, on the other hand, was his ability to understand and to explain human emotions. His keen perceptions about people and the way they act are the strongest qualities of his writing. Bacon, the essayist, could never have written with such understanding of people.

As a youth, Louis XVI appeared to be an unhappy boy. He was sullen and withdrawn, unable to look anyone in the eye. Even though he was the oldest grandson of the King and next in line to the throne of France, he was given very little formal education. Yet, he had a mind, which if not brilliant, was at least capable of making good judgments; and his tastes for pleasure were of a far higher calibre than those of the more handsome young noblemen around him.

Whenever he could, Louis liked to join the locksmith in his work, and often the prince was seen mixing plaster with a workman or returning to his castle dirty and tired after taking a hand at plowing in the fields. Only when pursuing the occupations of the laboring class did Louis enjoy life.

Before sunrise on August 3, 1492, Christopher Columbus with his three ships and crew set sail from Spain to what he supposed would be the fabulously wealthy lands of the Orient. After a brief stop at the Canary Islands for supplies and repairs, the three ships started west into an uncharted ocean. For three weeks they saw only the sea. Rumors of mutiny were heard among the frightened sailors, some actually contemplating throwing their leader overboard and returning home. Then on the night of October 7 the heartening sight of a great flight of land birds crossed the moon. Columbus gave orders to follow them. At last, at 2 A.M. on October 12, the sailor on watch thought he saw a white cliff shining in the moonlight. "Land! Land!" he cried, to the immediate joy of everyone. Before noon on that same day Columbus and his men knelt on the white sand of San Salvador to give thanks for their safe journey.

Few people know that the tarantula spider will bite them only when it is abused, and even then its bite is not really dangerous. Tarantulas live in the Tropics, although there are a few species in the Temperate Zone. They build round nests where they sleep in the daytime and from which they wander about at night when they search for food in the form of other insects. The abundance of tarantulas is explained by the fact that one of these spiders can produce thousands of young during its life span because as many as four hundred eggs can be laid at one time. A sense of touch helps tarantulas keep their bearings and aids in their defense against enemy insects. Although they have weak eyes, pressure on fine body hairs tells them, through connecting nerves, on what side of them an object appears. The tarantula represents one of the more highly-developed types of insect life.

How far out does outer space begin? Perhaps the answer depends on what the inquirer has in mind. For example, to the aeronautical engineer, outer space begins at the point where a rocket is no longer slowed down by air resistance, which is at the height of 160 miles. Radio engineers consider the beginning of outer space as being the layers of the upper atmosphere that they use to reflect short waves to any spot on earth which cannot be reached through the usual broadcasting methods. The highest layers are about three hundred miles from the earth. Apparently, to establish the point where outer space begins depends on the reason a person has for asking about it.

Most of the people of this community are proud of the clean conditions of our parks and byways. Seldom does one of our citizens throw away a piece of litter on a walk or street without putting such trash into one of the many well-marked baskets placed on the streets for that reason. If you are one of those rare offenders who thoughtlessly drops waste on the streets, remember that such a careless act is contrary to the spirit of our town. Don't be thoughtless. Use the city wastebaskets. Help keep our community clean.

Night blindness has long been associated with a lack of Vitamin A, which is found in dairy products, animal livers, and animal kidneys. In the past, night blindness was common among fishermen of Newfoundland, who did not often eat these foods. People in the Orient who do not regularly eat dairy foods and meats have a history of night blindness, too. Many people of the Western world who do not eat these foods also have trouble seeing clearly at night or at any other time that calls for focussed vision in dim light. On the basis of the preceding examples, therefore, it is clear that such cases of night blindness are caused by a diet poor in Vitamin A.

Although Siberia is commonly believed to be bleak and always cold, it is, in reality, as rich and beautiful a land as Canada. Both countries have great rivers and wide plains, bordered on the north by tundra and on the south by rich corn lands. Both countries have extremely cold winters and hot summers. Both have great resources in furs, the product for which each country was first explored. Siberia and Canada are becoming more important to the world because each is now known to be very rich in minerals, including uranium, the "gold" of the present century.

Most animals need some source of meat in order to live; they can not live on plant life alone. The laws of survival are at work here. The animals that are bigger, stronger, or more clever kill the smaller animals. In turn, the large animals must avoid their own enemies that will kill them. For example, the wild cat kills the mole; the mole eats insects; and insects eat each other and feed on the large animals by biting them and sucking blood. The hunter needs the hunted; the hunted compensates by reproducing more young in order to live. So it is that each animal depends on other animals. The total result is a precise balance in the animal kingdom that is masterful in its organizatio and almost fantastic in its refinement.

One of the most astonishing events in the history of the publishing business was the success of the book, Gone with the Wind, by Margaret Mitchell. Soon after its first appearance, critics stated that it was one of the great novels of our time. The number of copies sold was extraordinary. Many printings were issued, each being sold out almost as fast as the books came off the press. After more than twenty-five years of popularity, Gone with the Wind is today still one of the best-sellers on the American book market.

When she learned that her rival, Mary, Queen of Scotland, had finally been executed, Queen Elizabeth flew into a rage. Storming before her counselors, she cried that she had never intended that her royal cousin should be put to death. Though Elizabeth had indeed signed the death warrant authorizing the execution, she insisted she had not wanted it to be acted upon. The man who delivered the order for the execution was sent to prison. At the same time, by order of Elizabeth, the beheaded Queen of Scotland was buried with great ceremony.

Obviously, this display by Elizabeth was nothing more than hypocrisy. Her act was very weak when one considers that she herself signed the warrant ordering Mary's death. Also, Elizabeth had every reason for desiring the execution. Mary claimed to be the rightful queen of England; she was supported not only by such rulers as the King of Spain but also by many Englishmen as well. Plots had been uncovered whereby Elizabeth would be assassinated and Mary would take her place. As long as the Queen of Scotland still lived, Elizabeth of England was not secure on her throne.

The Great Pyramid in Egypt, erected by Cheops, contained at the outset over two million stones weighing from two to fifty tons each. The square base was approximately 760 feet long on each side. On the outside a series of immense stair steps, each one being three or more feet high, still stands today. A smooth coating originally covered these steps so that the whole structure rose to a point some 480 feet above the desert. It is said that it took 100,000 men twenty years to build this pyramid. Through centuries of weathering and looting most of it still survives today."

How well can one learn a second language? Multitudes of people have, at an early age, left the country in which they were born to settle in another place and to learn the language, habits, and geography of their adopted land. It is true that many of these people learn a second language so effectively that a native can scarcely tell they are foreign-born. And yet, how completely can a person forget the speech of his childhood? In times of stress, when he is angry or afraid, will he not forget the new ways and go back to the old? How many times have we heard of old people on their deathbed to whom the new language appears to be completely forgotten? The question arises whether an adult can ever learn another language thoroughly. Can experts ever unravel this problem?

The countries such as Kenya, India, and Malaya, which formerly belonged to England or Holland, are showing increasingly less economic need for the Western powers since their independence. These new nations are now able to buy and to sell to more countries than they ever did before. At the same time, the overproduction of food and goods of the large Western powers demands at least as much of a market for their products as before. In fact, the need of these large countries for trade with others has grown.

This change in trade conditions has brought about a serious imbalance on the world economic scene. The prosperity of the big powers could, in time, be affected. Measures are now being taken to restore balance, but fast political changes through the establishment of new states has caused a problem that will not easily be resolved.

One of the most tiresome ideas presented by literary critics today is that all writing must dwell on themes which are evil or base if they are to explain to us our unhappy world. Such critics say that this kind of reading is important if we are to gain wisdom.

This critic would like to ask a simple question. What is wrong with the old-fashioned idea of reading for pleasure? For the last one hundred years readers have laughed uproariously at the caricatures of Charles Dickens' though certainly no one believed Dicken's people to be real. These same readers have thrilled to the adventures of Conan Doyle's Sherlock Holmes though no one believed this best known of all literary detectives to be more than the product of a brilliant imagination.

This writer is not so foolish as to see himself as the learned philosopher of our time. Yet, he certainly insists that a wise mind will find more enlightenment in pursuing delights through entertaining reading than by delving into doleful "realities".

TEST OF PURPOSE

Part II

EXAMINER'S MANUAL

See that the students' desks are clear. They need nothing but a pencil.

Hand out the test booklets. The students should not open the test booklets until told to do so. As soon as each student has a booklet, say: "Fill out the identifying information on the title page of this booklet. Print your last name first and then your first name. The date today is______________________."

When everyone has finished filling out the identifying information, say: "Now open your booklets to the directions on the first page. Read the directions to yourself while I read them aloud."

Read: "This is a test in which you are asked to read each selection, answer questions based upon it, and tell how you read the selection.

"Also you are to record an estimate of your reading rate for each selection. When the examiner tells you to begin reading a selection, he will hold up a card with a number on it. He will change these numbers at regular intervals. When you finish reading the selection, glance at the number which the examiner is holding at that moment. Record this number in the space provided after the selection.

"Let us use a sample selection for practice before we begin the actual test.

"DIRECTIONS FOR SAMPLE SELECTION. You are to read the sample selection for the purpose of understanding details or noting single items or facts which seem to be more outstanding than anything else in the selection.

"When you finish reading, note the number held by the examiner and write it in the space provided after the reading selection.

"On the next page are multiple-choice questions based on the selection. To answer these questions encircle the letter before the answer which you consider to be the best of five choices. Do not look back at the selection once you have started to answer the questions.

"After you have finished the questions, turn the page, read the directions at the top of that page and then check the items which describe the way you read the selection."

Say: "Are there any questions?"

Answer any questions. Then say: "Turn the page and begin." Start the stop watch, and hold up cards with number 1 showing. After 10 seconds show card number 2. Continue to change cards consecutively every 10 seconds until everyone has finished reading. Then give everyone time to complete both types of sample questions.

After everyone has finished say: "Turn now to the last page of directions on page v. Continue to read to yourselves while I read aloud."

Read: "Now that you have completed the questions on a sample selection, are there any questions?" (Pause.)

"Remember, you are to read the selection, note the number held by the examiner after you have read the selection, answer questions on the selection, and answer questions concerning the way you read.

"If a question seems too difficult, make the most careful guess you can rather than wasting time puzzling over it. Your score will be the number of answers you mark correctly.

"Also remember that you are not to look back at the selection after you have started answering the questions.

"Now turn the page and read the directions for the first selection." Pause a moment while they read the directions. Then say: "Are you ready? Turn the page and begin."

Start watch; hold up card 1. Continue to change cards consecutively every 10 seconds for three and a half minutes.

Then say: "Now turn to page 5 and read the directions for Selection II." (Pause.) Say: "Ready? Turn the page and begin."

Start watch; hold up card 1. Continue to change cards consecutively every 10 seconds for three minutes only.

Then say: Now turn to page 9 and read the directions for Selection III." (Pause) "Ready? Turn the page and begin."

Start watch and cards. After three minutes say: "Now turn to page 13 and read the directions for Selection IV." (Pause.) "Ready? Turn the page and begin."

Start watch and cards. After three minutes say: "Now turn to page 17 and read the directions for Selection V." (Pause.) "Ready? Turn the page and begin."

Start watch and cards. After three minutes say: "Now turn to page 21 and read the directions for Selection VI."

(Pause.) "Ready? Turn the page and begin."

Start watch and cards. After three minutes say: "Now turn to page 25 and read the directions for Selection VII." (Pause.) "Ready? Turn the page and begin."

Start watch and cards. After three minutes say: "Now turn to page 29 and read the directions for Selection VIII." (Pause.) "Ready? Turn the page and begin."

Start watch and cards. After three minutes say: "Now turn to page 33 and read the directions for Selection IX." (Pause.) "Ready? Turn the page and begin."

Start watch and cards. After three minutes say: "Now turn to page 37 and read the directions for Selection X." (Pause.) "Ready? Turn the page and begin."

Start watch and cards. After three minutes say: "Now turn to page 41 and read the directions for Selection XI." (Pause.) "Ready? Turn the page and begin."

Start watch and cards. After three minutes say: "Now turn to page 45 and read the directions for Selection XII." (Pause.) "Ready? Turn the page and begin."

After three minutes say: "Put down your pencils please and close your test booklets. Make sure you have all the identifying information on the title page filled in before the books are collected."

Collect booklets as quickly as possible.

Directions

This is a test in which you are asked to read several selections for different purposes. You will be asked to read each selection, answer questions based upon it, and tell how you read the selection.

Also you are to record an estimate of your reading rate for each selection. When the examiner tells you to begin reading a selection, he will hold up a card with a number on it. He will change these numbers at regular intervals. When you finish reading the selection, glance at the number which the examiner is holding at that moment.

Let us use a sample selection for practice before we begin the actual test.

DIRECTIONS FOR SAMPLE SELECTION

You are to read the sample selection for the purpose of understanding details or noting simple items or facts which seem to be more outstanding than anything else in the selection.

When you finish reading, note the number held by the examiner and write it in the space provided under the reading selection.

On the next page are multiple-choice questions based on the selection. To answer these questions encircle the letter before the answer which you consider to be the best of five choices. Do not look back at the selection once you have started to answer the questions.

After you have finished the questions, turn the page, read the directions at the top of that page and then check the items which describe the way you read the selection.

Sample Selection

A tennis court has two sides, one on either side of the net. The length of the double court is 78 feet. The width of each single court is 36 feet. Lengthwise, each single court is divided into two parts, one 18 feet long and the other 21 feet long. The surface of a tennis court can be clay, asphalt, or grass. Although a grass tennis court requires the most care, it is considered to be the best and most pleasant type of court for the game.

Write card number here ________

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

Encircle the letter of the correct answer for each question.

1. The length of the double court is
    - a. 78 feet.
    - b. 36 feet.
    - c. 21 feet.
    - d. 18 feet.
    - e. does not say.
2. The best kind of surface for a tennis court is
    - a. cement.
    - b. asphalt.
    - c. clay.
    - d. grass.
    - e. all of these.

GO ON TO NEXT PAGE.

In the following questions you are asked to tell something about how you read this selection. Check all of the answers which describe how you read the last selection.

I read this selection for the purpose of ____________

____

I reread _____ words _____ phrases _____ sentences
________ paragraphs

________ I did not reread.

I skipped _____ words _____ phrases _____ sentences
________ paragraphs

________ I did not skip anything.

________ I just read.

________ I memorized details.

________ I connected or related ideas.

________ I made a mental picture.

________ I looked for the central or main thought.

________ I compared or related something in the selection with something which I have seen or done.

________ I compared or related something in the selection with something which I have read before.

Other:____

____

____

STOP. DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

Now that you have completed the questions on a sample selection, are there any questions?

Remember, you are to read the selection, note the number held by the examiner after you have read the selection, answer questions on the selection and answer questions concerning the way you read.

If a question seems too difficult, make the most careful guess you can rather than wasting time puzzling over it. Your score will be the number of answers you mark correctly.

Also remember that you are not to look back at the selection after you have started answering the questions.

Now turn the page and read the directions for the first selection.

(THIS SHEET WAS USED FOR EACH PURPOSE AND WAS PLACED AFTER THE QUESTIONS FOR EACH SELECTION IN PART II, BOTH FORMS A AND B. IT IS INCLUDED HERE ONLY ONCE TO ECONOMIZE ON SPACE.)

In the following questions you are asked to tell something about how you read this selection. Check all of the answers which describe how you read the last selection.

I read this selection for the purpose of ________________

____

I reread _____ words _____ phrases _____ sentences _____ paragraphs.

_____ I did not reread.

I skipped _____ words _____ phrases _____ sentences _____ paragraphs.

_____ I did not skip anything.

_____ I just read.

_____ I memorized details.

_____ I connected or related ideas.

_____ I made a mental picture.

_____ I looked for the central or main thought.

_____ I compared or related something in the selection with something which I have seen or done.

_____ I compared or related something in the selection with something which I have read before.

Other: ____

____

____

STOP. DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

TEST OF PURPOSE

Answer Booklet

Form A, Part II

Name____________________________ Date __________ Age____

Teacher __________________________ Period ________

Do not write below this line.

Selection 1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Total ________________

DIRECTIONS FOR FIRST SELECTION

You are to read this selection for the purpose of understanding details, or noting single items, or facts which seem to be more outstanding than anything else in the selection.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

I

After his palace was destroyed in the Roman fire of 64 A. D., the Emperor Nero built for himself a new palace of such elegance that it was named Golden House. The courtyard, lined with three rows of columns, was a mile long; in the center stood a 120 foot statue of the Emperor himself, with a reflection pool almost the size of a lake at its feet. Inside the building everything was overlaid with gold and mother-of-pearl, studded with gems. The smaller dining rooms were paneled with ivory and had fountains which scattered flowers and sprayed perfume. The main dining room lined with gold, had a dome that revolved day and night to give the effect, with its jeweled ceiling, of the stars crossing the sky. When the Golden House was finished, it was one of the grandest palaces of its time.

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

I

Encircle the letter of the correct answer on this sheet of paper.

1. The details in this selection tell the reader

   a. how expensive the house was.
   b. how important Nero considered himself to be.
   c. how different the house was from most royal palaces of its time.
   d. how important the people considered the emperor to be.
   e. how much effort was put forth to satisfy the emperor's tastes.

2. A feature of the house NOT mentioned in this selection is

   a. ivory walls.
   b. revolving ceiling.
   c. fountains of perfume.
   d. gold and mother-of-pearl walls.
   e. sunken baths with hot and cold running water.

3. The 120 foot statue of Nero was made of

   a. gold.
   b. ivory.
   c. marble.
   d. granite.
   e. material not mentioned.

4. The courtyard was

   a. one block long.
   b. two blocks long.
   c. a half-mile long.
   d. one mile long.
   e. two miles long.

5. The writer mentions the sizes of things such as "120 foot statue" and "pool the size of a small lake" to

   a. give details of specific size.
   b. give an idea of how large everything was.
   c. give an idea of how extravagant Nero was.
   d. give an idea of how elaborate the house was.
   e. none of these.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

DIRECTIONS FOR SELECTION NUMBER II

You are to read this selection for the purpose of understanding the main idea, or understanding the central thought of the selection.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO

II

The family unit has formed the basic pattern of Chinese life since about 500 B. C. From that time until very recently all generations of a Chinese family lived together under one roof. Little children took it for granted that they would see their aunts, uncles, cousins, and grandparents every day and take their meals together. Moreover, the oldest member ruled all of the other members of the family with almost absolute power. The older people in Chinese families were so respected that the young people could not speak to them unless they were spoken to. For example, if a father did not like his daughter-in-law, he might never speak to her, and there would never be conversations between them. The family was more important than the village or the government or even, in many ways, the religion. The family and the relationships in it were thus the center of Chinese life for over two thousand years.

Write card number here ______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

II

Encircle the letter of the correct answer on this sheet of paper.

1. This selection tells about

    a. the life of Chinese children.
    b. the daily activities of a Chinese family.
    c. the religious life of a Chinese family.
    d. the place of the Chinese family in Chinese society.
    e. the relationships between the members of a Chinese family.

2. A good title for this selection is

    a. Life in China.
    b. Chinese Traditions.
    c. Chinese Childhood.
    d. The Chinese Family.
    e. Family Problems in China.

3. An important function of families in China is to

    a. prepare children for their adult lives.
    b. teach children traditions of the past.
    c. provide care for the elderly people.
    d. give children correct religious training.
    e. provide care for all of its members.

4. Two characteristics of Chinese family life are

    a. happy and serious.
    b. lonely and religious.
    c. friendly and strict.
    d. serious and religious.
    e. secure and strict.

5. According to this selection, a child in China was seldom allowed to

    a. choose his own companions.
    b. express his opinions.
    c. pursue his own pleasure.
    d. talk at the dinner table.
    e. go anywhere alone.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

DIRECTIONS FOR SELECTION NUMBER III

You are to read this selection for the purpose of sequence, or noting the order in which information is given, such as time or place order.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

III

An Asiatic jungle consists, in general, of four types of vegetation, each type distinguished from the others by its height. First of all, on the jungle floor is a heavy growth of grass, tough and sharp as blades of steel, which sometime grows as high as four to five feet. The next type of vegetation is composed of jungle bushes which often grow six to eight feet above the grass. Higher than these bushes are the tops of the smaller jungle trees which reach about the same height as trees in America, but the leaves of these trees are flat and broad. The top of the jungle is comprised of giant trees which are two to threehundred feet high. The intertwining of ther massive branches creates a crude roof covering the entire jungle.

Write card number here______

GO ON TO THE QUESTIONS ON TH NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

III

Encircle the letter of the correct answer on this sheet of paper.

1. The sequence in this selection concerns growth of jungle vegetation according to

   a. the seasons in which they grow.
   b. the locations where they grow.
   c. the degree of abundance to which they grow.
   d. the distance they grow from the ground.
   e. the nature of their leaves.

2. The kind of sequence in this selection is a sequence of

   a. time.
   b. space.
   c. steps.
   d. numbers.
   e. logic.

3. All of the phrases in the following list indicate sequence in this selection except

   a. "first of all."
   b. "the next type."
   c. "four to five feet."
   d. "top of the jungle."
   e. "intertwining of branches."

4. The vegetation in this selection is described according to its

   a. type.
   b. height.
   c. thickness.
   d. age.
   e. foliage.

5. The order in which the author presents the information is

   a. trees, bushes, grass, trees.
   b. trees, bushes, grass, grass.
   c. grass, trees, bushes, bushes.
   d. grass, bushes, bushes, trees.
   e. grass, bushes, trees, trees.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

DIRECTIONS FOR SELECTION NUMBER IV

You are to read this selection for the purpose of understanding the mood, or understanding a strong feeling or atmosphere which predominates in a selection.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

IV

The newly-born pigs were asleep in the corner of the barn when the boy came in. He smiled at the eight panting creatures with their miniature pink snouts and their hooves the size of dimes. The huge mother snored, unaware of the intruder.

Then the boy reached forward to take the smallest of the litter into his hands. He handled the runt as tenderly as if it were glazed china; but the pig, still blind, squealed with alarm. Instantly, with a throaty rumble, the mother got to her feet. She started to charge at the boy but then stopped and wiggled her wet snout. Her eyes, at first narrow slits of anger, now were wide and blinked with acceptance when she recognized him. Thoroughly frightened at the disturbance, her new brood circled around her feet. She thrust her huge snout among her young, snorting and sniffing to calm them. Then carefully lowering her massive bulk, she continued her nap.

The boy reached to scratch the sow's neck. With a heavy sigh she stretched out her head to receive his caress. The boy's face glowed with pride. She was his sow; these were her first-born.

Write card number here ________

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

IV

Encircle the letter of the correct answer on this sheet of paper.

1. The mood in this selection is one of

    a. anxiety.
    b. success.
    c. pride.
    d. casualness.
    e. peacefulness.

2. The boy in this selection is happy because

    a. he likes farm life.
    b. it is a beautiful morning.
    c. the pigs belong to him.
    d. his sow lived through the birth of her pigs.
    e. the pigs are interesting to watch.

3. The sow in this selection is contented because

    a. she is sleepy.
    b. the barn is warm.
    c. her pigs love her.
    d. all of her pigs are alive.
    e. the boy is good to her.

4. The sow in this selection was disturbed because

    a. she was hungry.
    b. she has many pigs.
    c. her young squealed loudly.
    d. she feared she might crush her young.
    e. she was afraid of the intruder.

5. The boy in this selection is particularly excited because the

    a. pigs are valuable.
    b. sow is a good mother.
    c. sow did not attack him.
    d. sow had not had pigs before.
    e. runt attracted his attention when it squealed.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

DIRECTIONS FOR SELECTION NUMBER V

You are to read this selection for the purpose of understanding comparisons and contrasts, or noting similarities and differences among persons, events, or ideas.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

V

In order to develop faster travel within our atmosphere, two barriers, each with its own problems, must be overcome. The first is the sound barrier. If a plane is flying slower than at the speed of sound, the air which flows over and under the wings forms a certain pattern. If the plane is flying faster than sound, the flow of air forms a different pattern. The two patterns occur at the same time when the plane flies at the speed of sound and cause a very strong possiblity of the plane's being torn apart. Because scientists understand these problems, the danger of the sound barrier has been overcome.

The second barrier is called the "heat" or"thermal" barrier. The problem here is that the faster a plane flies, the hotter it becomes from friction with the atmosphere. Also the higher the plane flies, the greater is the sun's heat. Because of these conditions, a plane which flies at a speed near the heat bsrrier may disintegrate. Although scientists understand these problems somewhat, the danger of the heat barrier has not yet been overcome.

Write card number here________

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

V

Encircle the letter of the correct answer on this sheet of paper.

1. The principal comparison in this selection is concerned with

   a. the similarities between the sound and heat barriers.
   b. the differences between the sound and heat barriers.
   c. the similarities and differences between the sound and heat barriers.
   d. the speed of sound and the speed of the planes.
   e. the speed of light and the speed of the planes.

2. In this selection there is a comparison between the way the two barriers

   a. affect aircraft.
   b. were created.
   c. affect each other.
   d. will be overcome.
   e. affect living conditions on earth.

3. A difference between the two barriers is that

   a. one is caused by air, and the other is caused by the sun.
   b. one is caused by speed, and the other is caused by sound.
   c. one is understood by scientists, and the other is not.
   d. one is already overcome, and the other is not.
   e. one can be overcome, and the other can not.

4. The matter of which barrier is the lesser obstacle

   a. is decided in favor of the sound barrier.
   b. is decided in favor of the heat barrier.
   c. is considered to be about equal between them.
   d. is left undecided.
   e. is not discussed.

5. The barrier which scientists are least concerned with is

   a. the sound barrier.
   b. the heat barrier.
   c. both the sound and heat barriers.
   d. left undecided.
   e. not discussed.

GO ON TO THE NEXT PAGE

V

Encircle the letter of the correct answer on this sheet of paper.

1. The principal comparison in this selection is concerned with

   a. the similarities between the sound and heat barriers.
   b. the differences between the sound and heat barriers.
   c. the similarities and differences between the sound and heat barriers.
   d. the speed of sound and the speed of the planes.
   e. the speed of light and the speed of the planes.

2. In this selection there is a comparison between the way the two barriers

   a. affect aircraft.
   b. were created.
   c. affect each other.
   d. will be overcome.
   e. affect living conditions on earth.

3. A difference between the two barriers is that

   a. one is caused by air, and the other is caused by the sun.
   b. one is caused by speed, and the other is caused by sound.
   c. one is understood by scientists, and the other is not.
   d. one is already overcome, and the other is not.
   e. one can be overcome, and the other can not.

4. The matter of which barrier is the lesser obstacle

   a. is decided in favor of the sound barrier.
   b. is decided in favor of the heat barrier.
   c. is considered to be about equal between them.
   d. is left undecided.
   e. is not discussed.

5. The barrier which scientists are least concerned with is

   a. the sound barrier.
   b. the heat barrier.
   c. both the sound and heat barriers.
   d. left undecided.
   e. not discussed.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

DIRECTIONS FOR SELECTION NUMBER VI

You are to read the next selection for the purpose of understanding facts and opinions, or distinguishing between a true situation and someone's interpretation of that situation.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

VI

In a dark corner of the mountain lodge, the stranger sat and listened to the comments made by the men as they dragged themselves into the lodge, exhausted beyond belief because of their failure to scale the peak.

"Well, one more attempt at the Great Albo goes down in the book. We could have made it, too, if it hadn't been for the weather forecasting. Whoever said there'd be no mist and no winds!"

The man fell into a chair and went to sleep immediately. The faces of the other four were gray and drawn. As a doctor examined their frost-bitten feet, the climbers spoke of the terrible winds. Again and again, they mentioned how wrong their weather information had been.

The stranger kept to himself and did not utter his thoughts. The weather was bad, but he knew what little training they had had. Things usually went wrong on a great climb; but if the will of each man was strong, the men would have reached their goal. The stranger said to himself that these men had not been at all ready for the test.

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

VI

Encircle the letter of the correct answer on this sheet of paper.

1. The question presented in this selection is

   a. whether the stranger could climb mountains.
   b. whether the Great Albo could ever be climbed.
   c. whether the three climbers would live.
   d. whether the three climbers could have climbed the mountain.
   e. whether the weather report the climbers had received was correct.

2. The stranger thought that the climbers had failed because

   a. they were physically unfit.
   b. they had frost-bitten feet.
   c. they lacked will power.
   d. they were uninformed about climbing.
   e. the weather reports had misled them.

3. The climbers thought that they had failed on their mission because they

   a. were misinformed about the height of the mountain.
   b. were misinformed about weather conditions.
   c. were too weak to climb Great Albo.
   d. were too cold to climb Great Albo.
   e. were inexperienced in mountain climbing.

4. A fact in this selection is that

   a. the men were too weak to climb the mountain.
   b. the men were too inexperienced to climb mountains.
   c. the weather forecast was wrong.
   d. things usually went wrong on a great climb.
   e. it was too cold for mountain climbing.

5. An opinion in this selection is that

   a. the weather for mountain climbing was bad.
   b. the men were too tired to climb the mountain
   c. the men lacked the will to succeed.
   d. the men's feet were frost-bitten.
   e. the listener stated that the men were foolish.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

DIRECTIONS FOR SELECTION NUMBER VII

You are to read this selection for the purpose of understanding causes and effects, or seeing the reasons for a situation and the results of that situation.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

VII

There were many reasons for the French Revolution; certainly no great political and social change like a revolution is due to one cause only. The taxes, which had grown higher and higher over the last two centuries, drained the merchants of their income and oppressed the poor. The royalty assumed that the lower classes existed for their convenience only; when it pleased a prince to take the life of a commoner, he did so without hesitation. For over a hundred years, the kings had engaged in wars and international disputes as a means of enlarging the treasury, but these wars had done little more than expend lives and money. The peasants were grumbling, and the merchants and middle class were restless. Meanwhile, the members of the king's court became more irresponsible as they danced and sang their way to the guillotine.

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

VII

Encircle the letter of the correct answer on this sheet of paper.

1. The French Revolution was brought about by

   a. irresponsible royalty.
   b. unreasonably high taxes.
   c. the restless merchant class.
   d. dissatisfied peasants.
   e. all of these.

2. The one factor that did not contribute to the French Revolution was

   a. expensive wars.
   b. injustice toward the commoners.
   c. international disputes.
   d. the French middle class.
   e. foreign kings.

3. The most significant cause of the French Revolution was

   a. the problem of taxes.
   b. the problem of a dissatisfied middle class.
   c. the problem of oppressed peasants.
   d. the problem of international disputes.
   e. problems of approximately the same significance.

4. The nature of the French Revolution was

   a. political.
   b. economic.
   c. social.
   d. cultural.
   e. all of these.

5. The ruling class of France before the Revolution behaved in an irresponsible manner because

   a. they liked to be cruel.
   b. they were unintelligent and thoughtless.
   c. they disliked the lower classes.
   d. they thought they had a right to act as they wished.
   e. they thought they must defend themselves against the lower classes.

GO ON TO THE NEXT PAGE

DIRECTIONS FOR SELECTION NUMBER VIII

You are to read this selection for purpose of understanding persuasion, or recognizing an author's attempts to change or to influence the reader's opinions or ideas.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

VIII

"Gentlemen of the Press, the bicycle industry is not interested in accumlating profits from the public, as some of its critics have said; it only wishes to pay its workers a decent wage because they do not have enough to live on. Many of our workers have large families, and the children do not have the opportunities they should have. Good living should be more than good working conditions and regular vacations; it should also include enough cash to buy a hat for the wife occasionally or a new toy for a child. Surely the public would not want the industry to stand in the way of happiness for its employees. We know that if the public understands the situation, it will quickly be in favor of higher prices for bicycles. We are certain that this temporary flare-up of public opinion will act, in the long run, in our favor."

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

VIII

Encircle the letter of the correct answer on this sheet of paper.

1. In this selection the speaker is attempting to get his listeners to accept

    a. higher prices for bicycles.
    b. higher wages for workers in the bicycle industry.
    c. better working conditions for the workers in the bicycle industry.
    d. better relations between the bicycle industry and the public.
    e. better relations between the bicycle industry and labor.

2. To influence the public, the speaker is

    a. appealing to their loyalties.
    b. appealing to their emotions.
    c. soothing their anger.
    d. arousing their interest.
    e. arousing their fear.

3. In making his appeal, the speaker knows that he is dealing with a public that is

    a. sympathetic.
    b. uninterested.
    c. angry.
    d. enthusiastic.
    e. agreeable.

4. The speaker's real purpose is to

    a. give the public information.
    b. avoid a problem.
    c. help the laboring class.
    d. change public opinion.
    e. raise the standard of living.

5. The speaker in this selection talks to his listeners chiefly as

    a. personal friends.
    b. people who agree with him.
    c. people who are wealthy.
    d. people who feel somewhat hostile.
    e. people of another occupation.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

DIRECTIONS FOR SELECTION NUMBER IX

You are to read this selection for the purpose of understanding sensory imagery, or forming vivid images or pictures from a description (almost being able to see, hear, or touch objects).

IX

The boys sat in rapt attention as the guide explained to them the skills involved in shooting the rapids. As Barney listened, he thought he could feel the tenseness of his body as he looked forward to the leap of the canoe. A little water spray seemed to brush his face. From somewhere very close came the pungent smell of young pine trees on the shores near-by. As Barney pictured the canoe in his mind, he thought he saw the rapids ahead. He felt the breathless wait as he glided over them, then the moment of uncertainty when he hit the water, not knowing whether or not the canoe would right itself or strike an imbalance. What a thrill, sailing through the air, the whip of the water, maybe the snap of a branch or two! Barney felt like a winged creature as he sat in the little chair during the meetings. He hunched his shoulders tight for pure pleasure and tried hard to subdue the big grin on his face.

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

IX

Encircle the letter of the correct answer on this sheet of paper.

1. This paragraph appeals to the sense of sight by the description of the

   a. air.
   b. pine trees.
   c. boy's shoulders.
   d. spray of water.
   e. winged creature.

2. This paragraph appeals to the sense of hearing by the description of the

   a. water.
   b. wind.
   c. foliage on the trees.
   d. boy's laughter
   e. movement of the chair.

3. A phrase which is not a sensory image is

   a. "tautness of body."
   b. "sailing through the air."
   c. "a winged creature."
   d. "the skills involved."
   e. "the big grin."

4. An underlined word among the following which does not appeal to the senses is

   a. rapt attention.
   b. hunched his shoulders.
   c. big grin.
   d. shooting the rapids.
   e. pungent smell.

5. The overall impression created by the sensory imagery in this paragraph is one of

   a. physical pleasure.
   b. visual beauty.
   c. beautiful sounds.
   d. pleasant odors.
   e. physical discomfort.

GO ON TO THE NEXT PAGE

DIRECTIONS FOR SELECTION NUMBER X

You are to read this selection for the purpose of understanding characterization, or becoming acquainted with a fictional or biographical character by means of description or conversation.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

X

Kiku looked out the window as he prepared to plunge the sword into his body. He had calculated at just what angle the blade should go through him to make the cleanest wound. Because the warrior code stressed a style for living and for dying, such considerations were important. Thus Kiku, at seventeen, held the knife before him and -- just then the door burst open, and there stood his father.

"What goes on here?"

At first the boy did not reply, an extraordinary reaction for a boy toward his warrior father in seventeenth century Japan. They argued bitterly, but Kiku explained simply that he very definitely did not want to become a warrior like his father and his ancestors before him. Because Kiku knew that children at that time could not choose their own profession, he had planned to make an honorable end to the whole problem.

Years later he knew his father had been pleased with him, for though the boy would not live according to tradition, he at least would have died by it. Kiku now realized his father had let him become an official of the court not because he had demanded the position but because he had earned it.

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

X

Encircle the letter of the correct answer on this sheet of paper.

1. The chief characteristics of Kiku are

   a. young and foolish.
   b. foolish and weak.
   c. foolish and honorable.
   d. honorable and determined.
   e. determined and old.

2. The important development which Kiku experienced is that

   a. his life was saved.
   b. he rejected his father.
   c. his father rejected him.
   d. he proved his courage.
   e. he got his own way.

3. Kiku was an admirable Japanese boy because he was

   a. skillful with ancient tradition.
   b. respectful of ancient tradition.
   c. obedient.
   d. peace loving.
   e. honorable.

4. Kiku showed bravery by

   a. not being afraid to die.
   b. not being afraid of his father.
   c. opposing tradition.
   d. choosing his own profession.
   e. all of these.

5. A good title for this selection is

   a. The Turning Point.
   b. The Hero.
   c. Brave Japanese Boy.
   d. New Official to the Throne.
   e. Great Warrior.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

DIRECTIONS FOR SELECTION NUMBER XI

You are to read this selection for the purpose of anticipating the outcome, or looking ahead for a possible ending to a story or for a possible answer to a question.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

XI

Suddenly there was a flash of orange fire. In the light, an enemy plane turned sharply on its side and climbed again as a high wave rocked the boat and pieces of bomb fragments flew across the deck. The captain ordered a ninety-degree turn starboard to break into the waves and avoid the course of the plane. A radio message jammed as the angry radioman violently flipped the controls this way and that. Yet nothing came through.

Randall, the second mate, careened down the deck; Captain Williamson turned just in time to see him sink to the railing in an outpouring of blood that seemed to be gushing from everywhere and nowhere. A roar of engines overhead came closer; the gunman aimed at them and fired. A convulsive blast next to the Captain threw him to the side of the boat, just as a flicker of rainbow light revealed not an enemy but a U. S. insignia on the wings of the plane. Some young fool was flying blind--very blind indeed.

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

XI

Encircle the letter of the correct answer on this sheet of paper.

1. The writer implies that the ship will

   a. be destroyed.
   b. fight the attacking plane.
   c. escape from the attacking plane.
   d. receive help from other ships.
   d. the ship is sinking.

2. The idea which increases anticipation the most is that

   a. the captain may be killed.
   b. Randall may be dying.
   c. the radio will not work.
   d. the plane repeats its attacks.
   e. the ship is sinking.

3. A good title for this selection is

   a. The Enemy Attack
   b. A Flash of Fire.
   c. Only a Few Seconds to Live.
   d. What Chance Have We?
   e. Death From the Sky.

4. The radioman was attempting to

   a. give instructions to the crew.
   b. surrender to the attacking plane.
   c. inform headquarters that the ship was going down.
   d. inform the plane that the ship was American.
   e. call for help from other United States ships.

5. The Captain helps to create suspense in this selection by his

   a. reaction to the events.
   b. stumbling actions.
   c. anger with the pilot.
   d. sympathy for Randall.
   e. plans to save the ship.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

DIRECTIONS FOR SELECTION NUMBER XII

You are to read this selection for the purpose of understanding generalizations, or noting the general statements drawn from the information given in the selection.

DO NOT CONTINUE UNTIL YOU ARE TOLD TO DO SO.

XII

To celebrate the surprising success of his first novel, a young writer and his wife decided to take a leisurely trip to Europe where he would rest and travel for months. Because the young author had written a very good novel, he received a roar of applause everywhere he went. Enjoying the attention he received, he was always generous with an extra handshake or a smile for news photographers.

Everyone was surprised, therefore, when the young writer suddenly went home to begin a new book. Leaving his wife to pack and to follow when she could, he departed abruptly in the middle of the night. No one quite understood his sudden change in plans. All his wife could say was that her husband had been very much shaken by the following inscription on a tombstone he had found in a cemetery north of Brussels: "I waste in death as I did in life, for my victory came too soon."

Write card number here________

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

XII

Encircle the letter of the correct answer on this sheet of paper.

1. In this selection the inscription on the tombstone means that

    a. people can waste away from overwork.
    b. an early success does not count for much.
    c. one should not be satisfied with an early success.
    d. to try for an early success is to waste youthful energy.
    e. enjoy life when you are young; success can come later.

2. After reading the inscription, the author realized that he

    a. had not achieved success as yet.
    b. would rather die young than fail.
    c. would rather succeed when he is young.
    d. would rather succeed when he is old.
    e. should try to follow one success with another.

3. According to the inscription, the man who was buried in the grave was

    a. famous.
    b. wasteful.
    c. successful.
    d. economical.
    e. unsuccessful.

4. The author learned that

    a. public approval is temporary.
    b. public approval came too early.
    c. the public can not judge true talent.
    d. public approval is tiring.
    e. the public is not truly concerned with famous people.

5. A good title for this selection is

    a. The Dead Fool.
    b. Death Conquers All.
    c. Wisdom of the Dead.
    d. You are Only Young Once.
    e. Death Has No Favorites.

GO ON TO THE NEXT PAGE

TEST OF PURPOSE

EXPERIMENTAL EDITION

FORM B

PART I

Section I

This test has been divided into two sections. The first section (selections 1 through 10) represents different types of reading for pleasure. The second section (selections 11 through 24) represents different types of reading for learning or study.

Although the test has been divided in this manner, you are not to stop after you complete the first ten selections. Continue working throughout the entire test without interruption.

With a crack of his long whip, the Eskimo boy tried desperately to drive his dogs to a greater speed. But the sled was heavy with furs, and behind them again came the cry of starving wolves.

"Hike! Hike!" shouted the boy.

Again the wolves howled. There was more now than the cry of starvation in their voices. A bone-chilling eagerness had been added. The wolves had found the trail. They were not a quarter of a mile away.

The boy ordered his dogs to halt. They obeyed but with eyes glowing with fear and confusion. He unhitched each dog and formed them in a half-circle around him. He had no choice now but to take a stand against the gray devils that stalked him. In only a moment through the northern twilight he saw the shadows of the wolves on the horizon. How many? Two? Five? Seven? They were silent now, their bodies flat to the snow as they came slinking towards him. The boy's only weapon was the loyalty and strength of his dogs. By his order they turned to face the slinking foe, their teeth bared, their hair standing thick on their necks and backs as they waited for the fight.

Of all the methods of fishing, perhaps one of the most extraordinary is the very old and strange way in which a boy in Cuba catches sea turtles. First, if he has enough time and patience, he trains a type of pilot fish with powerful suckers on its head to attach itself to sea turtles. The fish is then thrown into the ocean on a line when sea turtles are present. Eventually, the pilot fish will attach itself to a turtle with its suckers. As with any other kind of fishing, the boy can feel the tug of a struggling turtle on the line. Slowly, hand over hand, he pulls in the line. Finally, there for his family's dinner will be a turtle on the end of the line held securely by the pilot fish.

Nat had been worrying over his algebra for a good two hours, and still, he couldn't work problem two. He had tried three formulas and combinations of all of them but there on his worksheet was the stubborn problem, unsolved. What to do! Tomorrow there would be another competition between him and Stephen to see who would get into the city preliminaries, and Nat would have one very weak spot. He began pulling the lock of hair on his forehead that always stuck out. He decided it was warm in his room and rose to open the window. Now the window wouldn't open! He pounded it and pushed, but nothing happened. Red in the face, he returned to his desk. Staring at the problem didn't help. He closed his smarting eyes and began to think back on all the class discussions he'd ever heard. How could this be happening to him! He got a drink of water, chewed some carrots, returned to his room and glared at the window. But he didn't try again to open it. Scowling grimly, he rearranged furniture instead, sneaking involuntary looks at the paper from time to time. Finally, in disgust, he slammed the book shut and climbed into bed.

Most of us were experienced sailors then, but experience counts for nothing when a Pacific typhoon comes up. For a billowy whirlwind came at us out of the south, a thunderous, black thing, glittering with lightning and heavy with the center column of water it had picked up in moving across the sea. In an instant, it was upon us. Water tore down at the stern, across the deck, in torrents. It ripped at the eyelids. It hurled itself at the bulwarks of the ship. Men were thrown against the railings, slapped down on the hatches and held there, with the force of a thousand demons contriving to seize all available life. Relentlessly, it whipped at the masts and the sails. It tore the rigging and smashed the masts, with hammering, roaring blows. There were no drops of water anywhere, only a solid mass of water that left no room for human reason by the very force of its weight. The sound was deafening. But the press of the tons of water and the bleak dark of it all were not ever to be forgotten.

Usually Cheryl was alone. She walked alone through the halls of the high school; she stood alone on the crowded bus going home. She was never seen at the club meetings, dances, or any of the other high school activities. Yet, she was not disliked. In study hall she was the most sought after when one of her fellow students had a question about his work. In a friendly manner, she would give her answer quickly and completely to any one with an opened book and worried expressio standing at her side; but these conversations were always business-like, never lingering.

A new teacher felt sorry for Cheryl when he came upon her one noon sitting alone in the cafeteria. "I would guess you are--what-- a sophomore?" he asked, to draw her into conversation with him.

"I'm a senior," she said.

"Oh? I would not have guessed you are that old."

"I'm fifteen," she said.

"Fifteen! And you graduate this spring?"

She shrugged.

"What will you do then? Surely you won't consider college soon."

"The government is sending me to Europe this summer," she said.

"I'm going to take special work in Switzerland. You see, I'm particularly interested in a thermonuclear theorem recently developed by Professor Jorgensen of Denmark who --"

"I see. I see," said the teacher rather nervously. "Very nice, indeed."

The bald eagle, the symbol of this country's strength and courage, is really a rather lazy bird and a thief as well. His favorite diet is fish which he is too clumsy to catch himself. He compensates for this failure, however, by snatching fish from the claws of the osprey which fears the bald eagle because of his great size. If there is no osprey with a freshly caught fish to steal, the bald eagle is content to eat dead fish lying along the shores of our northern lakes and streams.

On the other hand, the golden eagle has a much more respectable character. Unlike the bald eagle, the golden eagle hunts his own prey such as jackrabbits, ground squirrels, or wild ducks and geese. Sometimes he will steal a lamb or even if very hungry will attack a fox or dog. When hunting, the golden eagle swoops down and strikes his prey with such force and speed that his victim is stunned or even killed before it is aware of its cruel fate.

Both types of eagles mate for life and like solitude, nesting on the tops of tall trees or on the edges of high cliffs. They are good parents that rear their young with care and will fight to the death against any enemy that dares to threaten the nest.

The cold to the traveler was so sharp it seemed alive like a formless beast. Leaving the road to rest for a moment, he huddled among the pine trees, shut his eyes to the white glare of the snow, and made himself motionless in the cold. He tried not to disturb the cold, to provoke it in any way; but it wrapped about him, spilling its iciness across his shoulders, touching its lips to his neck and fingertips and pressing its weight against his back and chest. It stung the flesh of his legs and seeped into his bones. It froze the very thoughts in his mind and left him numb. He was almost senseless to any other sensations but the murderous cold!

He stripped the rug of the burlap and brown paper in which it had been wrapped for twenty-five years. Then with a kick of his foot, it unrolled almost by itself as it sprawled across the floor. Seeing its warm colors again brought to his mind the sights and sounds of the old family home.

He could remember playing marbles on this rug. He had used the center pattern, the circular Oriental flower, as a target for shooting his marbles, always aiming for the flower's red heart. When he was a little older, he played a similar game with a putter and golf ball.

The rug was worn out now. That particularly bad spot marked the entrance from the front room. The one on the other end led into the radio room of those past days. In his mind's eye he could see the shoes of various members of the family entering from the dining room and walking around - his father's big brown oxfords, his sister's soiled, orange sandals, his own ankle-high shoes, very small.

But there was one corner that wasn't worn much. It was the corner his mother's chair stood over and protected; and for a moment he could see her blue slippers trimmed with fur and her thin ankles properly crossed as she sat reading or looking at the fire.

Every location in this land of ours has certain seasons which are unique. During wild blackberry time in Illinois, a pleasant, warm season during July and August, the robins and catbirds and brown thrashers, the bluebirds and grosbeaks and waxwings eat ripe blackberries until their beaks are stained and the birds sit about almost helpless with their bulging stomachs. Chipmunks from the nearby woods come to the upland pasture or along the country lane to visit the blackberry patches -- not for the berries but for the hard seeds inside. The bobwhites come, too, for the blackberry seeds. Then man comes with his pails and pans and picks blackberries for pies and jellies and wines while the sun warms his back.

At the close of the play Billy Budd on Broadway after a run of only six months, the critics took to task New York play-goers for not liking a great theatrical performance. With his portrayal of Billy, Charles Nolte showed himself to be one of the most promising young actors in the theater to date. The directing and the staging of the play were very good; and certainly everyone would agree that the author was one of the best American writers of all time.

Why then, did the play close after so short a run? Is it that Billy Budd's audiences do not appreciate a good play? It is the opinion of this reviewer that such an idea does not do justice to the intelligent New Yorker. The play, though almost flawless in its writing and performance, is, frankly, too sad to be entertaining. Play-goers are in search of pleasure. To spend an evening watching the very likable Billy unjustly led to his death is almost an unbearable experience. In spite of the very fine performance, Billy Budd did not give its audiences the satisfying rewards of "good theater".

Section II

The remaining selections represent different types of reading for learning or studying.

Continue to work throughout the remainder of the test without interruption.

One of the greatest military leaders of all time was Hannibal of Carthage. He was both fearless and wise. Hard work never tired him; both heat and cold he ignored. He ate, drank, and slept only when he had the time rather than when he wanted to do so. When he did sleep, he would stretch out on the ground covered by a soldier's cape. He was always the first to enter battle and the last to leave it. He was also extremely cruel, seldom showing mercy to his enemies; and although his word was never to be trusted, he inflicted vengeance on his friends whom he suspected of betrayal. Most surprising of all, he had no fear of the gods. Because of this open boldness in the face of the ancient dieties, his followers regarded Hannibal, himself, as a leader of supernatural power.

For over twenty years George Washington was a leader in American public life. During September and October, 1774, he attended the First Continental Congress as a delegate from Virginia. He again represented Virginia in the Second Continental Congress the following year. On June 16, 1775, he was elected General and Commander-in-Chief of the Army of the United States, taking command of the Continental troops in Boston on July 3. On February 4, 1789, he was unanimously elected President of the United States and was returned to this office, again unanimously, for a second term on December 5, 1792. In March, 1797, he retired from public life to his home at Mount Vernon, where he died on December 14, 1799.

The gila monster is a poisonous lizard that was first discovered in Arizona along the banks of the Gila River. Armed with a poisonous lower jaw and an almost unshakable grip, it is deadly to small animals and has been known to kill human beings. Its body is about two feet long, and its skin is covered with tiny plates of pink or orange coloring against a black background. Just as the camel stores food in its hump, so does the gila monster store it in its tail. The young hatch from eggs buried in the sand and then, like centuries of ancestors, roam the deserts of the Southwestern United States.

The remains of the earliest forms of life have been found in Asia. From the study of fossils, scientists have concluded that Asian soil was the first to support plants. Investigations of the remnants of animals show that they too first appeared upon the world scene in Asia. Man himself, is no different. With the discovery of the bones of the Java man and later of the Peking man, the origin of human life is now thoughtto have occurred in Asia. It appears, then, that all forms of life began in that part of the world. No wonder scholars now call that huge continent "Mother Asia".

The fraternity president silenced the group by a wave of his hand and began his talk.

"Occasionally a freshman who has just entered the university has come with the impression that fraternities are undemocratic. It is felt that they encourage snobbery and false pride. Sincerely, gentlemen, I suggest that any freshman who has such an idea should visit the Phi Delta Delta house at our rush party next Saturday afternoon to meet the members. See for yourself what a fine, humble group of brothers Phi Delta Delta has. I assure you that we Phi's are not lazy, wealthy boys from the best part of town. We are proud of the fact that we work hard. Over half the members of our organization have taken jobs to put themselves through school. They do all kinds of things. They wait on tables in restaurants. They wash dishes. One lucky boy tends a furnace in a sorority house to earn spending money. There's not one of us who doesn't know the price of a dollar. Believe you me, you will find no lazy, 'high society' man here in Phi Delta Delta."

Erosion, the natural process of leveling off the earth's surface, is caused by several forces. Wind sweeps off the topsoil of fertile land and creates dust bowls and sand dunes. Changes of temperature cause rocks to crumble and fall from mountains into the valleys below. Rain washes loose soil from hillsides into ravines and rivers at their base. Rivers flood their banks carrying earth and crops with them to cover broad areas of land. Though these forces are a part of nature, their effects are often more destructive than beneficial for man.

Across northern Europe there is an immense forest which stretches from Norway to the Pacific Ocean. Because the vegetation of the forest is so luxurious and thick that it shuts out the sunlight, the atmosphere is one of perpetual gloom. In the shadows are rocks and trees covered with moss. Although the winters are almost endless and extremely cold, the trees screen off the wind. The brief summers are fiercely hot, but the trees shield off the heat of the sun. The soil is poor for farming, but the forest is filled with game and the rivers have an abundance of fish. Even though life in this land is indeed filled with hardships, there are advantages, too, for those who choose this awesome wilderness for their home.

The eating habits of a bird often can be determined from the shape of its bill. For example, a song sparrow's short and thick bill is designed to crush seeds, the food he likes. The long, thin, needle-like bill of the hummingbird makes it possible for him to reach into the deepest flower for its nectar. A horned owl feeds on flesh; the sharp curve of its upper beak helps him to tear apart a freshly-caught animal. The strangest bill belongs to a pelican. It is flat on the end like a small shovel and is very useful for digging in the bottoms of lakes for crabs and crawfish. Each species of bird finds itself in this world with the kind of bill it needs for catching and eating its particular kind of food. Apparently, nature takes great care in giving to all living creatures the "tools" they need for the preservation of their lives.

Defoe's Robinson Crusoe is one of the most popular novels of all time. Throughout the years children everywhere have enjoyed it. Two hundred years ago a French teacher commented in his diary that every single one of his students had left school for the holidays with a copy of Robinson Crusoe under his arm. The popularity of the book continues today. Seldom does a modern boy or girl read very far into the adventures of Robinson Crusoe before he is bewitched by that tale.

Queen Victoria of England was not a very pleasant woman. If fact, she was narrow-minded, bad-tempered, and arrogant, ruling her family and servants with a will that would bow to no one. After the death of her husband, Prince Albert, she remained within the walls of Windsor Castle for fifteen years and refused to show herself to her subjects. Members of Parliament talked of asking her to give up the throne if she continued to remain away from public affairs.

During the last years of her life, legend proclaimed Victoria to be the most noble, gracious, and charming Queen ever to sit on the throne. During her long rule England rose to a position of world dominance, and its queen, regardless of her personality, became the symbol of its national honor. The writers of the day endowed her with such wisdom and virtue as to give her a place far above that of most ordinary rulers.

The Great Wall of China, the longest wall in the world, is over 1,500 miles in length. In the third century B. C. this defense system was constructed of earth, stone, and brick. Above the level surface of the wall, which ranges from fifteen to thirty feet in height, are watch towers that were intended as look-outs against invaders. The surface of the wall is thirteen feet wide, large enough to be used as a roadway over the mountains and through the gorges of the Chinese landscape. This engineering wonder was constructed in only fifteen years.

What can you do for a child of the dirt slums of Rio? Suppose you take the child out of the slums at the age of thirteen or fourteen; you clothe him and love him and try to fulfill his physical and spiritual needs. But can you ever make up for the early years of starvation and want? Can you erase childhood memories of all sorts of craving? Will he ever grow up to be a normal adult, not grasping for everything he can get, constantly trying to compensate for what he never had? In fact, can you ever really help him achieve a balanced life?

In seventeenth-century Russia there were no roads that could be used for long journeys. Neither were there rivers that were easily navigable; travel up the rivers was usually undertaken by teams of men pulling the boats by hand. Then,too, the undeveloped countryside, with only a few peasants here and there, was another obstacle to transportation; often there were no way-stations of any kind for travel caravans or single travelers. To make things worse, the red tape of the government restricted business at every point. Because of these factors there was little trade or commerce.

Because of the "literary revolt" of the 1920's American writers have become so self-conscious about style that their work is almost trivial. What is their writing now other than short sentences stripped of modifiers? The people in their work are lifeless, having no more substance than their names which quickly slip from the reader's memory. The themes of these writers are depressing and monotonous; again and again, they repeat the idea that man is no more than a beast.

In the mind of this critic, the time has come for an American "reader-revolt". We must demand that new writers bring the literary world back to its senses. Certainly the time has come when we should once again be able to read stories in which the characters have flesh, blood, and feelings, and in which the themes speak of faith and new hope for a world yet to be.

TEST OF PURPOSE

Experimental Edition

Part II

Form B

The selections and questions for the Test of Purpose, Part II, Form B, follow. The cover sheet, the directions for taking the test, the directions in which the purpose for reading are given, and the procedure check list are the same as for Form A but are not repeated here in an effort to economize space.

I.

Maria Theresa, the Empress of Austria, held a banquet and a ball in a special hall built for the occasion to celebrate the engagement of her daughter, Marie Antoinette, to the Dauphin of France. Fifteen hundred guests attended the great supper. Extraordinary care was taken for their eating pleasure and comfort. Not only was the meal as magnificent as the cooks of the court could make it; but also, by order of the Empress, dentists stood by during the feast in case that a troublesome tooth of any of the guests should need pulling.

After the supper more than six thousand masked guests, dressed in black and white capes and hoods, thronged the ballroom to dance under the light of 3500 candles while eight hundred firemen with damp sponges passed among them to put out any sparks that fell from the chandeliers. For this important celebration Her Majesty overlooked nothing.

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

I.

Encircle the letter of the correct answer on this sheet of paper.

1. The details in this selection tell the reader

   a. how expensive the party was.
   b. how important the Empress considered the occasion to be.
   c. how different the party was from most royal balls of its time.
   d. how much effort the Empress put forth for the love of her people.
   e. how much effort the Empress put forth for the love of her daughter.

2. A feature of the party NOT mentioned in this selection is

   a. a meal which was prepared with great care.
   b. a special hall erected for the event.
   c. eight hundred firemen standing by to prevent fires.
   d. the number of cooks who prepared the supper.
   e. dentists standing by to care for troublesome teeth of guests.

3. The number of guests who attended the supper was

   a. five hundred.
   b. fifteen hundred.
   c. five thousand.
   d. six thousand.
   e. more than these.

4. The prince who was to marry the Empress's daughter came from

   a. Austria.
   b. England.
   c. France.
   d. Germany.
   e. Spain.

5. The writer mentions quantities of things such as "thirty-five thousand candles" and "eight hundred firemen" to

   a. give details of specific amounts.
   b. give an idea of how extravagant the party was.
   c. give a picture of how crowded the party was.
   d. give an idea of how elaborate the party was.
   e. none of these.

GO ON TO THE NEXT PAGE

II.

When a child first goes to school in Greece, he has, in one sense, become a small adult. He is not engaged in a kind of profession, and his hours for play become quite limited. In both the elementary and high schools, a student may take as many as ten academic subjects, which he is expected to master thoroughly. Important examinations are given at the end of the year; the standards are rigid, and in order to go on to the next level a student must pass each subject to the satisfaction of his teachers. He not only may spend as many as eight hours in school but also may spend the greater part of each evening in serious study. The Greek student attends to his "professional" life in many ways.

Write card number here ______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

II.

Encircle the letter of the correct answer on this sheet of paper.

1. This selection tells about

    a. the life of Greek children.
    b. the nature of a Greek boy's education.
    c. the nature of a school day in Greece.
    d. the nature of a Greek boy's profession.
    e. the nature of school examinations in Greece.

2. A good title for this selection is

    a. Growing up in Greece.
    b. A Boy's Life in Greece.
    c. Going to School in Greece.
    d. The Story of a Greek Student.
    e. The Problems of Greek Education.

3. An important function for schools in Greece is

    a. to give the student homework.
    b. to give the student gainful employment.
    c. to teach the students formal subject matter.
    d. to prepare students for their future professions.
    e. to teach the student about the culture of the past.

4. Two characteristics of Greek schooling are

    a. interesting and serious.
    b. serious and difficult.
    c. interesting and difficult.
    d. difficult and uninteresting.
    e. serious and uninteresting.

5. When going to school in Greece, a student must

    a. learn useful things.
    b. work with teachers.
    c. prepare for their future.
    d. work long hours.
    e. do all of these.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

III.

The air surrounding the earth can be divided into three layers. The bottom layer, which is just around the earth's surface, is called the troposphere. This layer of air is the heaviest; it is also the part of the atmosphere that has storms, winds, and rains. Above the troposphere lies the stratosphere. This layer is calm, with few storms or winds. Here, there are great amounts of a certain form of oxygen that act as a screen for the stronger of the sun's rays. Just above the stratosphere is the ionosphere. This zone has no exact limits; the thinner air of the ionosphere receives the sun's rays directly.

Write card number here ____

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

III.

Encircle the letter of the correct answer on this sheet of paper.

1. The sequence in this selection concerns types of air according to their

    a. severity of storms.
    b. amount of sunlight.
    c. amount of rainfall.
    d. distance from the earth.
    e. chemical properties.

2. The sequence in this selection is a sequence of

    a. time.
    b. space.
    c. steps.
    d. number.
    e. logic.

3. All the phrases in the following list indicate sequence in this selection EXCEPT

    a. "bottom layer."
    b. "above the troposphere."
    c. "directly above."
    d. "This layer is calm."
    e. "... no definite limits ..."

4. The characteristics of air described in this selection are

    a. weight.
    b. height.
    c. weather conditions.
    d. chemical properties.
    e. all of these.

5. The order in which the author presents the information is

    a. ionosphere, atmosphere, troposphere.
    b. atmosphere, ionosphere, troposphere.
    c. atmosphere, stratosphere, ionosphere.
    d. ionosphere, troposphere, stratosphere.
    e. troposphere, stratosphere, ionosphere.

GO ON TO THE NEXT PAGE

IV.

The boy stood at the top of the stairs, slapping his legs and urging, "Here, King! Come, boy, you can do it!" With his forefeet on the first step, the collie wagged his tail and waited for the boy to pull him gently up the steps. If such cumbersome aid bothered King he was too well-mannered to show it. By strength of dignity, the two of them elevated this procedure from an act of charity to a ritual.

When they finally reached the yard, the dog no longer bounded about, barking with pleasure at his own vigor. With his head raised to the wind, he was content to stand by the boy's side. The boy usually talked to him about school or his girl, or the weather. The dog always responded to the boy's soft voice with a continuous waving of his long golden tail.

Then there were mornings when the boy, looking at King, could say nothing. The collie seemed to sense an arrival. The boy would push back the dog's ears as if to brush away the dog's watchfulness. The nature of his expected visitor, King kept to himself; but whoever it might be, the dog awaited him with the pride of a tribal chief.

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

IV

Encircle the letter of the correct answer on this sheet of paper.

1. The general mood in this selection is

    a. warm and sad.
    b. cold and sad.
    c. lonely and indifferent.
    d. cold and lonely.

2. The boy in this selection is content because

    a. he has a car.
    b. his dog listens to him.
    c. his dog is still alive.
    d. his girl likes his dog.
    e. he likes the early morning.

3. The boy in this selection is concerned because

    a. his dog is old.
    b. his dog is lame.
    c. his dog cannot see.
    d. his dog is ill.
    e. his dog will not mind him.

4. The dog is proud because

    a. the boy loves him.
    b. the boy talks to him.
    c. he does not fear the visitor.
    d. he can climb the steps sometimes.
    e. he can understand what the boy says to him.

5. The visitor who is coming is

    a. another dog.
    b. the boy's girl.
    c. a new, good day.
    d. the paper boy.
    e. death.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

V.

A question among scientists is whether the ants or the honey bees are a higher form of life. Most ants build communities underground, which are designed to guarantee dryness and pure air. The queen mother perpetuates the life here by a continuous laying of eggs. With their soldiers, their workers, and their slaves, the ants have a division of labor which maintains the life of the community. Because of their orderly civilization, it takes a strong act of nature to bring an ant community to an end.

Bees build their communities in nests or hives. Through control of air flow the hive is kept at a constant temperature regardless of the outside weather. The bees also have a queen mother that continuously lays eggs. Although bees have a division of labor, each bee does not spend its whole life at one duty as the ants do but performs tasks according to its age. A young bee, for example, cares for the eggs at home; an older bee searches for honey. When the hive becomes too crowded, the old queen leaves, taking a large number of the workers with her to start again a new community of bees.

Write card number here____ ___

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

V.

Encircle the letter of the correct answer on this sheet of paper.

1. The comparison in this selection is concerned with

    a. the similarities between ants and bees.
    b. the differences between ants and bees.
    c. whether ants or bees live under better conditions.
    d. the similarities and differences between ants and bees.
    e. whether the ants or the bees have a more advanced form of life.

2. In this selection there is a comparison between the way ants and bees

    a. fight wars.
    b. gather food.
    c. control the air condition of their nests.
    d. react to one another.
    e. protect their young.

3. A difference between the ants and the bees is their

    a. division of labor.
    b. eating habits.
    c. maintenance of communities.
    d. dedication to duty.
    e. care of young.

4. The question of whether or not ants or bees are superior

    a. is solved in favor of the ants.
    b. is solved in favor of the bees.
    c. is considered to be about equal between them.
    d. is left unsolved.
    e. is not discussed.

5. A queen ant is different from a queen bee in that she

    a. lays more eggs.
    b. is larger.
    c. lives longer
    d. is given better care.
    e. never leaves home.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

VI

High above the hushed crowd, the great Colette swayed. Her reputation as a tightrope performer had grown as she moved the rope higher and executed more complicated tricks. This was her last year, the publicity said. Now, before the crowd she seemed to lose her balance and plunged to a railing sixty feet below. Lifeless and limp, her form sagged and fell from the railing to the ground.

Afterward, there were many who said that the circus profession should impose rules on the performers. They should have medical examinations. However, the circus people said that a great performer is free to do as he wishes. They also stated that Colette had been in exellent health. The public believed that she had been too old, but the circus manager reported that many performers go right on with the show until they are very old. Some thought she had lost her touch. The circus mourned.

Colette's husband wept silently. He and her doctor were the only ones who knew of her newly-discovered disease. In spite of it, neither of them had been able to keep her from going on with the show.

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

VI.

Encircle the letter of the correct answer on this sheet of paper.

1. The question presented in this selection is

   a. whether or not there would be an investigation of Colette's death.
   b. whether circus performers should do as they wish.
   c. why Colette risked her life each year.
   d. what disease Colette had.
   e. why Colette died.

2. The public thought that Colette had died because

   a. the circus was negligent.
   b. Colette had been careless.
   c. Colette had accidentally fallen.
   d. a disease had killed her during the performance.
   e. Colette wanted to die.

3. Her husband thought that Colette had died because

   a. the circus was negligent.
   b. Collette had been careless.
   c. she had lost her balance.
   d. a disease had killed her during the performance.
   e. she wanted to die.

4. A fact in the selection is that

   a. Colette had lost her balance.
   b. the tightrope was too high.
   c. the circus did not have strict enough rules about such acts.
   d. Colette was too old to perform.
   e. Colette was seriously ill.

5. An opinion stated in this selection is that

   a. Colette fell from the tightrope.
   b. the circus people were grieved because of Colette's death.
   c. Colette's husband knew the reason for Colette's death.
   d. Colette had performed many times on the tightrope.
   e. Colette had lost her touch as a tightrope artist.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

VII.

The chief event which brought about the end of the Middle Ages and the beginning of modern times was the Crusades to the Holy Land. With the return of armies from the Middle East, the face of Europe could not have remained the same. The crusaders brought home new knowledge, and the universities began to flourish. Because the soldiers encouraged travel, trade developed. In order to handle this trade, the number of merchants and bankers grew, and small tradesmen produced more goods to sell. Most important of all, so many noblemen died in the Crusades that powerful kings gained control of larger areas than ever before. So it was that the country became safe from plundering nobles and cities grew. With the growth of cities and the decline of small, isolated feudal kingdoms, an exchange of all kinds of cultural achievements took place. Little did the crusaders think that instead of discovering again an old civilization, they were helping to give birth to a new one.

Write card number here_____

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

VII.

Encircle the letter of the correct answer on this sheet of paper.

1. The Crusades brought an end to the Middle Ages by

    a. stimulating growth of cities.
    b. advancing the power of kings.
    c. encouraging and stimulating trade.
    d. importing new knowledge from the Middle East.
    e. all of these.

2. The most important influence of the Crusades was

    a. the growth of the cities.
    b. the rise of the merchant class.
    c. the rise of the universities.
    d. the increased power of the kings.
    e. the decrease in the number of plunderers.

3. The nature of the changes bringing about the end of the Middle Ages was

    a. political.
    b. educational.
    c. economic.
    d. cultural.
    e. all of these.

4. The increased power of the kings encouraged the growth of cities because the kings

    a. encouraged travel.
    b. killed off the nobles.
    c. built new universities.
    d. stopped the plundering of the nobles.
    e. encouraged the production of trade goods.

5. The economic changes which followed the Crusades were brought about by

    a. new universities.
    b. greater freedom of travel.
    c. the decline of the nobles.
    d. the decline of feudal kingdoms.
    e. the discovery of an old civilization.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

VIII.

"My friends, as I face you from this platform today, I rejoice for America that she has men and women like you, hearty farming people who live on the land. Seeing you makes me think that this country is still based on the common sense and clear vision of our founding fathers. I know that you are the kind of people who are honest and sincere. In the last election you did not vote for the candidate who promised much; you voted for his opponent who promised less because you did not want higher taxes. My politics are like those of the man who just retired from the office of governor of this state. I will not make extravagant promises that I cannot keep. I can give only the simple offer of a good life with lowered taxes. If you look at my record and my promises, I believe you will know how to vote. May I say, fellow Americans, that I shall be proud of the honor of serving you."

Write card number here____

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

VIII.

Encircle the letter of the correct answer on this sheet of paper.

1. In this selection the speaker is attempting to get

   a. lower taxes for farmers.
   b. lower taxes for everyone.
   c. political support for himself.
   d. political support for the governor.
   e. the respect of the lower classes.

2. To influence his audience, the speaker is

   a. appealing to their reasoning.
   b. appealing to their emotions.
   c. appealing to their loyalties.
   d. arousing their anger.
   e. arousing their interest.

3. In making his appeal, the speaker knows that he is dealing with an audience that is concerned about

   a. disloyalty in America.
   b. economic conditions.
   c. a governor in poor health.
   d. farming practices.
   e. the future.

4. The real purpose of the speaker here is to

   a. inform the public of his qualifications for a public office.
   b. inform his listeners of current political affairs.
   c. persuade his listeners to the action he suggests.
   d. promise a particular kind of life.
   e. talk about American ideals.

5. The speaker in this selection talks to his listeners chiefly as if they were

   a. his personal friends.
   b. people who do not like him.
   c. people whom he respects.
   d. people who are uninformed about politics.
   e. people who have the same occupation as he.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

IX.

The boy was awakened by the sound of rain. Because of dark, heavy clouds and the rain, daylight was slow to arrive. The boy sat up in bed to look out the open window of the cabin. He moved silently so as not to disturb his father who was still sleeping in the bunk. The pines pressing around the cabin were more black than green in the unnatural darkness of the storm. He inhaled the odor of the pine, wet earth, and wood. Before the cabin was their car, shiny in the rain, parked next to a split rail fence, half knocked down by last winter's snow. The forest was pleasantly wet rather than damp; the air was cool rather than chilly. Soon his father would get up, and start a fire, and fry bacon. Then they would talk and make plans for the day. Meanwhile, the boy decided he would lie down again and listen with closed eyes to the constant whisper of the rain in the forest.

Write card number here______

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

IX.

Encircle the letter of the correct answer on this sheet of paper.

1. This paragraph appeals to the sense of sight by the description of the

   a. rain.
   b. bacon.
   c. earth
   d. car.
   e. sleep.

2. This paragraph appeals to the sense of hearing by the description of the

   a. camp fire.
   b. falling snow.
   c. plans for the day's activities.
   d. rustling of the pines.
   e. falling rain.

3. A phrase which is NOT an example of sensory imagery is

   a. "pines ... more black than green ...."
   b. "whisper of the rain."
   c. "father still sleeping in the next bunk."
   d. "split rail fence, half knocked down."
   e. "daylight was slow to arrive."

4. An underlined word among the following which does NOT appeal to the senses is

   a. open window.
   b. heavy clouds.
   c. unnatural darkness.
   d. pleasantly wet.
   e. sound of rain.

5. The main impression created by the sensory imagery in this paragraph is one of

   a. physical comfort.
   b. visual beauty.
   c. beautiful sounds.
   d. pleasant odors.
   e. physical discomfort.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

X.

From the moment they carried White Eagle into the hut, there was a strange air about him. He was barely alive, and the wound still oozed. But the still body was, nevertheless, vibratingly alive, and the onlookers were keenly aware of that life.

When he was well, this unusual power about him did not change. He knew—and everyone else knew—that on that day he had saved all his Iroquois brothers who had lived through the bloody attack. This badge of bravery in one so young was difficult for the others to comprehend fully, but he wore it quietly with the dignity of the very old. Gone were the boyish leaps toward the sky when the hunt was announced. Gone were the races to the creek with the other boys and the shout of bursting joy when a big fish was caught. Yet, only with his increasing height did some realize what most had seen the day he was carried home in his own trail of red. On that day in the forest he had shed his boyhood and turned to the man he would be, with all the power of the warrior within him.

Write card number here____

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

X.

Encircle the letter of the correct answer on this sheet of paper.

1. The chief characteristics of White Eagle are

   a. young and foolish.
   b. young and brave.
   c. young and cruel.
   d. old and cruel.
   e. old and brave.

2. The important development which White Eagle experienced is that

   a. he was injured.
   b. he became bitter.
   c. he became content.
   d. he became admired.
   e. he grew up.

3. White Eagle had become important to his tribe because he was

   a. a good runner.
   b. a good fisherman.
   c. a good warrior.
   d. a good hunter.
   e. a good leader.

4. White Eagle's act of bravery was

   a. that he did not cry when suffering.
   b. that he lived through a great battle.
   c. that he had raced with a message to save his kin.
   d. that he had saved the tribe from stampeding buffaloes.
   e. none of these.

5. A good title for this selection is

   a. The Turning Point.
   b. The Hero.
   c. Brave Indian Boy.
   d. New Chief.
   e. Great Warrior.

GO ON TO THE NEXT PAGE

X.

Encircle the letter of the correct answer on this sheet of paper.

1. The chief characteristics of White Eagle are

   a. young and foolish.
   b. young and brave.
   c. young and cruel.
   d. old and cruel.
   e. old and brave.

2. The important development which White Eagle experienced is that

   a. he was injured.
   b. he became bitter.
   c. he became content.
   d. he became admired.
   e. he grew up.

3. White Eagle had become important to his tribe because he was

   a. a good runner.
   b. a good fisherman.
   c. a good warrior.
   d. a good hunter.
   e. a good leader.

4. White Eagle's act of bravery was

   a. that he did not cry when suffering.
   b. that he lived through a great battle.
   c. that he had raced with a message to save his kin.
   d. that he had saved the tribe from stampeding buffaloes.
   e. none of these.

5. A good title for this selection is

   a. The Turning Point.
   b. The Hero.
   c. Brave Indian Boy.
   d. New Chief.
   e. Great Warrior.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

XI.

The sound of people running down the hall of the hotel awakened Clarence. He switched on the light and was startled by smoke all around him. He jumped to his feet, tripping over his suitcase. He heard people screaming. He grabbed the doorknob only to jerk back his hand from its heat. Smoke swirled under the door and seeped out from behind the paneling. He began to cough.

He threw himself towards the window, jerked it open, and leaned far out over the street forty stories below. He cried out twice; but then he realized such a call was useless. He turned around but could no longer see anything in the smoke-filled room. What should he do? He turned and threw one leg over the sill, leaning against the window frame. From the street he heard the sirens approaching, and through the haze he saw the flashing red lights. Now the air around the room was thick with black smoke. The heat was overpowering. Would anyone see him? What chance did he have to be rescued from the wild, engulfing flames?

Write card number here_____

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

Encircle the letter of the correct answer on this sheet of paper.

1. The writer implies that the man

   a. will be burned by the flames.
   b. will be suffocated by the smoke.
   c. will be saved at the last minute.
   d. will be forced to jump to the street.
   e. might experience any one of these.

2. The idea which increases anticipation the most is that

   a. other people are dying.
   b. the heat is increasing.
   c. the smoke is becoming suffocating.
   d. all possible escapes are blocked.
   e. there is increasing hope for aid from the street.

3. A good title for this selection is

   a. Night of Terror.
   b. Interrupted Sleep.
   c. Fire! Fire!
   d. I Must Survive!
   e. The Inferno.

4. The man cried out twice

   a. for someone to help him.
   b. to warn people of the fire.
   c. to try to rescue other people.
   d. to get the smoke out of his throat and lungs.
   e. to attract the attention of the approaching fire engine.

5. The man helps to create suspense in this selection by his

   a. reaction to the events.
   b. stumbling actions.
   c. fear for the safety of others.
   d. concern for the hotel.
   e. inferred reasoning about how to save himself.

GO ON TO THE NEXT PAGE

PRECEDING PAGE MISSING

XII.

According to legend, a prince of old Russia once began to make war on his neighbors to the south. He broke the power of the ruling conquerors there and then invaded Bulgaria to add more land to his kingdom. He next entered Macedonia, slaughtering the people and burning the land with such ferocity that the Macedonians were not able to rebuild their country for one hundred years. Only the powerful empire to the south was able to bring his armies to a halt. Retreating one night from this powerful enemy, the Russian prince was murdered in his sleep by a tribe of roving warriors who, for the sake of vengeance, made his skull into a drinking cup. Upon this cup was carved a line which made a fitting commentary for such a man as this prince: "Seeking what belonged to others, he ruined his own."

Write card number here _____

GO ON TO THE QUESTIONS ON THE NEXT PAGE. DO NOT LOOK BACK AT THE SELECTION ONCE YOU HAVE STARTED WORK ON THE QUESTIONS.

XII.

Encircle the letter of the correct answer on this sheet of paper.

1. A reader of the inscription on the cup should learn that

    a. to be a great conqueror is unimportant.
    b. evil men should expect to have enemies.
    c. there will always be someone more powerful than you.
    d. you should fight only when you know that you can win.
    e. wanting what others have may cause you to lose what you have.

2. One can generalize from this selection that

    a. the stronger side will win.
    b. a bad man will get his reward.
    c. a person cannot predict success.
    d. what a person owns in this world is worthless.
    e. friends are loyal only when a person is ahead.

3. According to the inscription, the prince was

    a. evil.
    b. cruel.
    c. greedy.
    d. selfish.
    e. envious.

4. The phrase in the inscription, "Seeking what belonged to others," refers to

    a. other people's money.
    b. other people's fame.
    c. other people's land.
    d. other people's titles.
    e. other people's friendship.

5. A good title which expresses the generalization given in this selection is

    a. Final Justice.
    b. The Destroyer.
    c. An Evil Warrior.
    d. The Conquering Soldier.
    e. The Terror of Russia.

GO ON TO THE NEXT PAGE

TEST OF PURPOSE

ANSWER KEY

PART I

Forms A and B

1.	A
2.	L
3.	I
4.	K
5.	C
6.	D
7.	K
8.	I
9.	H
10.	F
11.	C
12.	L
13.	E
14.	G
15.	J
16.	B
17.	D
18.	G
19.	H
20.	F
21.	E
22.	A
23.	B
24.	J

PART II

Form A

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1.	A	D	D	C	C	D	E	A	C	D	A	C
2.	E	D	B	C	A	C	E	B	A	D	D	E
3.	E	B	E	E	D	B	E	C	D	B	D	B
4.	D	B	B	E	A	D	E	D	D	E	E	B
5.	B	B	E	D	A	C	D	D	A	A	A	C

Form B

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1.	B	B	D	A	D	E	E	C	D	B	E	E
2.	D	C	B	C	C	A	D	B	E	E	D	B
3.	B	C	D	A	A	D	E	B	C	C	D	C
4.	C	B	E	C	D	E	D	C	A	E	A	C
5.	D	D	E	E	E	E	B	D	A	A	A	A

APPENDIX B

THE READING INVENTORY

Name________________________

Period________________________

Teacher________________________

Reading Inventory

The following statements describe how some people read. If you usually read in the way described, place an X in the column under the word usually; if you sometimes do, place an X under sometimes; if you do not read or seldom read in the way described, place an X under no or seldom. If you do not understand the statement, place an X in the column marked ?.

Usually	Sometimes	No or Seldom	?	
	x			1. I read my assignments slowly.
		x		2. When I am asked to get the general idea of a selection, I read it carefully and intensively.
		x		3. I read everything in the same way.
x				4. I make mental pictures when I read short stories or books of fiction.
	x			5. I reread textbook assignments.
x				6. I compare ideas I read in one selection with ideas I have read elsewhere.
x				7. When I read for characterization, I look for clues which reveal the character's personality.
x				8. I read my social studies assignments in different ways.
		x		9. The way I read an assignment is determined by the examinations my teachers give.
		x		10. When I read, I use the same rate, or speed, of reading for all purposes.
x				11. I use topic sentences to help me understand my assignments.
x				12. When I read fiction, I try to foretell or guess what will happen next in the story.

Usually	Sometimes	No or Seldom	?	
		x		13. When teachers do not give me a specific purpose for reading, I read for details.
		x		14. I look for key words or phrases in books of fiction.
x				15. When I read for characterization, I pay attention to what the characters say about each other.
x				16. I understand my assignments more clearly if I know the specific reason for reading them.
	x			17. I skip parts when I read my assignments.
x				18. I note transitional words which connect ideas in my reading.
		x		19. I read all of my literature assignments in English the same way.
	x			20. I predict what will happen in a story or the ending of a story from my reading of similar stories.
x				21. I look for key words or phrases in my assignments.
	x			22. When I read my assignments, I reread sentences, paragraphs, or entire pages.
x				23. I reread when I do not understand the material the first time I read it.
	x			24. I read rapidly when I am trying to find causes for certain events.
x				25. When my teachers set my purposes for reading, I read according to those purposes.
		x		26. I read all of my science assignments in the same way.
x				27. I relate or connect what I read with the things I already know.

Usually	Some-times	No or Seldom	?	
	x			28. When I read for enjoyment, I do not think of a purpose for reading. I just read.
		x		29. I read mathematics (algebra) or science assignments in the same way as I read books of fiction.
x				30. I anticipate what will be included in assignments in my textbooks from the chapter headings and sub-headings.
	x			31. I skip unimportant words.
x				32. I change my rate of reading from one selection to another according to the way I think it is best to read.
x				33. Before I begin reading an assignment, I set my own purposes or goals for reading.
	x			34. I reread when I am reading for enjoyment.
x				35. I survey, or look over, assignments before I begin reading to help me decide how to read them.
	x			36. When I read my assignments, I try to remember the main ideas and details.
	x			37. I reread because I want to remember the things which I have read.
x				38. I read faster when I am reading for enjoyment than when I am studying.
x				39. I think of other people I know when I read about characters in stories or in books.
x				40. When I read for a definite purpose, I try to keep that purpose in mind.
x				41. I relate or connect ideas in a selection when I read.

Usually	Some-times	No or Seldom	?	
x				42. I mentally organize ideas as I read a selection.
	x			43. I mentally organize ideas after I have finished reading the selection.
	x			44. I skip parts when I read for enjoyment.
	x			45. As I read, I think of myself as being a character in the selection.
x				46. I read more slowly when I am reading to remember details than when I am reading to get the overall idea or the general impression.
	x			47. I read fiction for the main or general ideas.
x				48. When teachers do not give me a purpose or reason for reading an assignment, I set my own purposes.
		x		49. When my teachers give me a purpose for reading, I read to get the details in the selection.
	x			50. When teachers give me a purpose for reading, I read to get a general idea of the selection.
x				51. Punctuation marks help me to get the meaning of the selection.
x				52. In my reading I try to recognize the author's purpose or point of view.
x				53. I try to decide what details are important according to my purpose in reading.
	x			54. The way I read an assignment is determined by the kinds of questions my teachers ask in class.

APPENDIX C

INSTRUCTIONAL MATERIALS

What a Man Drives

One on the most popular sports cars in this country today is General Motor's Corvette. The low, flowing lines of the Corvette along with its high-powered motor were built into the car for one reason -- speed. Why does a Corvette owner hunger for a car with speed? Is it to save time when he drives? The congestion of our city streets make that situation impossible. Regardless of how powerful the motor is an automobile in the traffic of Manhatten Island can hardly average more than five to ten miles an hour. The owner of a Corvette gains a principal reward for the potential speed of his car -- enjoyment. On a clear highway or on a "drag strip" where he can "open up" the power of his car, a Corvette owner experiences that surge of excitement which he can gain from speed.

One of the most useful vehicles in this country for heavy-duty transportation is a Mack truck. Its box-like appearance is designed to increase its space capacity for big loads. Its enormous motor with its multiple-gear system enables a Mack truck to haul great weights up the steepest inclines and over the most rugged terrane. This truck is as expensive as a Corvette, but the owner's investment is returned to him many times by the truck's capacity to work.

Why does a person buy a Corvette or a Mack truck? The choice depends upon the purpose of the buyer. If his primary purpose is enjoyment, he buys a car designed to give him enjoyment. If his primary purpose is work, he buys a vehicle designed for work.

Of course, the owner might use his car for a different purpose from that for which it was designed. A hous wife might transport in her Corvette a poodle to the pet shop to be clipped. A factory owner might take his Mack truck for a Sunday afternoon drive because he enjoys the way it performs for him. Yet, the Corvette is essentially different from the Mack truck because the purpose for each is different.

A Corvette has many characteristics in its design which contribute to the primary purpose of giving enjoyment. For example, its lines not only give it beauty but also help to reduce the resistance to air flow at high speeds. One can say, then, that the beauty of a Corvette and the effect of its design on air resistance are secondary purposes contributing to the owner's enjoyment.

Also, a Mack truck has many characteristics in its design which contribute to the primary purpose of work. The complex transmission with its many gears enable the driver to proportion the power of the motor according to the immediate needs without loss of efficiency. One can say then that the efficient distribution of power by the gears of a Mack truck is a secondary purpose contributing to the the truck's service.

When a person makes any kind of selection he does so according to a purpose. For example, one selects something to read according to what he wants to gain from it and what it was designed to give him.

One of the most popular types of reading is the short story. Its abbreviated length along with its quick rise of action in the plot and the emotional impact at the end fulfill for the reader an important purpose -- excitement. This excitement gives him pleasure during what might otherwise be a rather tedious hour.

What are some other forms of literature which have the purpose of giving the reader enjoyment? For example, in what kinds of literature can a reader enjoy the beauty of sentiment or of sound? In what kind of literature can he become so involved as to see himself as the leading character experiencing great adventures?

A good short story has many characteristics in its design which contribute to the primary purpose of giving enjoyment. For example, its characters are interesting and true to life, its plot is exciting; its setting is well described; its plot leaves the reader with something to think about. These characteristics can be considered as secondary purposes.

One of the most useful types of reading in this country is a news magazine. By such magazines which not only report but also interepret the news a reader can keep informed of the events of the world in which he lives. In other words, his primary purpose for reading a news magazine is to learn.

Also, a good news magazine has many characteristic in its design which contribute to the primary purpose of learning. Its stories must be accurate; its style must be clear; its editorials must be honest and well thought-out. Again these can be considered as secondary purposes.

Of course, just as a Corvette owner can use his car for work, so can a reader of short stories through the experiences of the story's characters learn about life. Also, as a Mack truck can be used for enjoyment so can a reader of study-type materials find enjoyment in learning. Yet, reading for enjoyment and reading to learn are essentially different because the purposes for them are different.

A good reader knows how to read a selection according to his own purposes and according to the way the selection is written. In the weeks to come, you will receive instruction in how to read for many purposes so that you will become better readers.

Suggestions for
TEACHING FOR THE PURPOSE OF READING FOR DETAILS

Objective: To understand the author's meaning through the use of details

---

Reading comprehension is primarily concerned with the students' ability to understand an author's meaning. A basic purpose is reading for details. All other kinds of reading rely upon this purpose; consequently, reading for details is being introduced first.

To read effectively for details students should cultivate the following abilities:

1. To distinguish between important and unimportant details. (To recognize as important those details which are used to build the author's meaning; to recognize as unimportant those details which the author has introduced for interest, style, or color.)

2. To give special attention to those details which answer the student's reason or reasons for reading the selection. (A reader may read a selection for a different reason from that for which the author wrote it. For example, a student interested in baseball might read a general discussion of sports for only the facts which interest him about baseball).

3. To note signal words with which the author indicates important details. (ie. "Foremost --", "Most significantly--" "Primarily ---" and the like).

4. To note details which the author emphasizes by repetition. (ie. He may repeat the details in the same words, or he may restate the details in different words).

A pitfall in teaching reading for details is the overemphasis on details; this stress may lead to the memorization of important facts. This kind of reading leads to very little recall after a short period of time and should therefore be discouraged. It is more helpful to teach students to relate similar details; by doing so, students will be able to remember important ideas.

I. Readiness for Details

An example of readiness for details must be to have each student list ten details about a well-known person. Some of these details can be read to the class, and the students can guess who is being described.

II. Introduction of Reading for Details

As an introduction of the skills involved in reading for details, an essay has been prepared. The teacher might begin the instruction by guiding the students through this essay. The students should be directed to read the essay silently, one part at a time if desirable, followed by a discussion of its ideas after each part. It is not advisable to have a student read orally at this time.

The class can then begin to study and to perform the tasks prepared for them in the worksheets. Again the students should be directed to read the instructions, examples, and practice exercises silently before they discuss the materials orally. Questions for the discussion are included after each practice exercise.

The teacher will note that directions setting the purpose for reading are included at the beginning of each selection. Questions following each selection can serve as a basis for discussion.

III. Transfer of Skills to Class Assignments

As all reading material contains details, the students should be encouraged to note them in reading assignments. For example, the students might discuss the details found in both fiction and non-fiction. The students should see that details used to build meaning are very important. Ignoring some of these details to note the distortion of meaning can show the students the importance of some details. Also, a discussion of the reasons that the author included unimportant details will bring into focus his attempt to add interest or color.

Particular emphasis in drama may be placed upon those details in the dialogue regarding settings, persons, and events. In the study of drama reading for details is especially important because much of the meaning of the play can be inferred through understanding the details.

Finally, reading, writing, and speaking are, of course, closely related. Consequently, reading skills can be enhanced through practice in writing and speaking. Students can be taught to develop meaningful paragraphs by means of well-chosen details. They can be encouraged to add details in their writing for interest, variety, and color. An analysis of one another's work is particularly worthwhile in the students' development of these skills.

IV. Summary and Evaluation

Towards the end of each class period, the teacher may ask a few questions to evaluate how effectively the concepts and skills he has been teaching have been learned by the students. Such a review not only enlightens the teachers on how well the students understand the lesson but also reinforces the learning that the students have acquired.

V. Assignments

It is particularly important that any reading assignment be preceded by appropriate questions which will direct the students to read for the purposes being taught. For example, the reading of any material in which the meaning relies on details should be preceded by questions directing the students to read for the details.

Reading for Details

Webster gives the following definitions for the word detail (used as a noun): 1. the act of dealing with things item by item; 2. a minute account; 3. a small part or parts; items; 4. small secondary or accessory part or parts of a picture, statue, building, etc. According to these definitions when we deal with details we are concerned with items or small parts rather than with large objects or ideas.

Examples of details are all around us, even though we usually do not think of them individually. Good paintings are comprised of many details carefully planned and executed by artists. The landscape around us, the houses we live in, the schools we attend, the clothes that we wear, and the food that we eat are all comprised of many details.

Students are concerned with details in the preparation of their school work, both in their written and in their reading assignments. For example, if you are asked to write a description of a football game for an English assignment, you will probably include details to make the picture vivid. In this description what details can be included concerning the spectators before the game begins? The spectators when the game is in progress? The players? The band? The crowd after a close victory? The crowd after a bad defeat?

The reading which students do for their assignments containsmany details. These details tell the reader many things, such as the names of places, people, organizations, objects; dates; steps in a procedure; directions for making or doing something; and descriptions of people and things. Some details give vital information and must be understood by the reader. Other details, however, may be included because they are interesting and not because they add needed information.

You will find details in your work for assignments in English. These details will naturally be different from those in your science assignments or in your social studies assignments. The authors of short stories or novelsor essays include details sometimes to make a description vivid or characterization realistic. Clues in mystery and detective stories are often details which might be omitted by a reader who was not aware that everything may be important in the solving of a mystery.

Details are not so important alone as they are when they are considered in relationship to the larger ideas in the selection or to the selection as a whole. Throughout the year you will see how details are combined to form different approaches to reading, such as the main idea, or a comparison or the mood of a story or poem.

Because there are usually many details in anything one reads, it is impossible for one to remember all of them. A person can memorize details for an examination, but one does not remember the details very long when this method is used.

If a person gives equal attention to all of the details in the selection, he becomes so burdened that he loses perspective of the most important ideas in the selection.

Since it is both difficult and unnecessary to remember all details, the reader needs guides so that he can select important details from unimportant ones. The following suggestions should help you.

HOW TO READ
TO UNDERSTAND AND REMEMBER DETAILS

To gain understanding of what you read, you must practice the most basic reading skill -- to note the details. In fact, when studying some people think they must memorize details. Memorizing details is a mistake. Yet, a good reader knows how to distinguish the important details from the unimportant ones; and although he does not necessarily memorize the important details, he does give them much more attention than what he gives the unimportant ones.

Important details are necessary for the topic being discussed.

Unimportant details are added for the sake of interest only.

In this lesson you will learn four ways to distinguish important details from unimportant ones so that while reading you will be able to apply your attention efficiently.

1) Important details are expressed by key words and key phrases.

Key words and key phrases tell you what the author's basic idea is.

One way to note the important details then is to pay special attention to key words and phrases.

Example----------

Practice -------->

Name__________________ Date______

Teacher______________ Period______

(Example)

In the following selection the key words and key phrases have been underlined. In order to see how these words make up the details which are important to the topic of the selection, read ONLY the underlined words first. Then read the entire selection. Does the second reading add much more to what you learned from the first reading?

The cobra snake, which is native to India and Africa, is greatly feared; its swift attack and deadly bite are poisonous to both animals and humans. Common victims of the cobra are frogs, birds, other snakes, mice, and small forest animals. This snake, which ranges from five to twelve feet long when grown, can be recognized by its brownish or yellowish coloring and a distinctive black-and-white mark behind the head.

How do these details develop the topic?

(Practice)

DIRECTIONS: Underline the key words and key phrases in the following selection which you think are necessary to the topic being discussed.

The cormorant is a raven-like bird that lives near the sea; it is well suited to such a location, with its webbed feet and wedge-shaped tail which help in swimming. A cormorant goes fishing for food like other birds that swim. Because of a small storage sac under his horny beak, he can catch more food with great haste and is thus thought of as a wolfish eater.

How do the details you underlined help develop the topic?

HOW TO READ
TO UNDERSTAND AND REMEMBER DETAILS
(continued)

2. There are other ways of selecting particular details besides choosing those which add to the topic of the selection. A good reader gives special note to the details which contribute to his particular reason for reading the selection. In fact, these details are usually the most easy to remember. Because a reader's reason for reading the selection may be different from any one else's reasons, he would focus his attention on details different from those of other readers.

Example-------->

Practice------->

Name____________________ Date______

Teacher________________Period______

(Example)

DIRECTIONS: If you were a meteorologist who was interested in the amounts of rainfall throughout the world, you might give special attention to the underlined details in the following selection.

If you were a zoologist who is interested in the animals and insects throughout the world, which details would you give special attention to? Underline them.

(Practice)

Geographers have divided the world into several distinctive zones of climate. One zone is the Dry Lands where vegetation is sparse because there is less than ten inches of rainfall in a year. Areas with only somewhat more rain and vegetation are the Scrub Forest Lands where the summers are hot and dry and the winters are mild. The Tropical Forest Lands have an abundance of plant and animal life because of the warm climate and consistent rainfall. The zone most important to the development of man because of its particularly good conditions for agriculture is the Mid-Latitude Mixed Forest Zone with a good amount of rainfall and a climate variable though not extreme. Long, severe winters and short, cool summers are characteristic of the Boreal Forest Lands. They are the home of furbearing game such as bear, marten, beaver etc. The polar lands are the most hostile to life because of the severe winters. Yet, this zone is home to some animals and myriads of insects such as the mosquito.

HOW TO READ
TO UNDERSTAND AND REMEMBER DETAILS
(continued)

3. Sometimes a writer uses ways to indicate the details which he considers important. A good reader must know these writing techniques so that he can give special attention to the details indicated by them.

The following are signal words which indicate important details: first, second, last, most important, significantly, etc.

Practice------------->

Typographical aids are a way by which authors indicate important details. Some typographical aids are as follows: italics, boldfaced type, capital letters and subheadings.

Example---------->

Practice--------->

Name____________________ Date__________

Teacher______________ Period________

(Practice)

DIRECTIONS: Underline the signal words in the following selection.

According to Cyrus Teed, an American who lived at the end of the last century, scientists had come to a particularly erroneous idea about the nature of the universe. His primary idea was that the earth is a hollow sphere with life as we know it existing on the inner surface. Then why cannot man see across to the other side? The vast distance was one explanation he offered for this question, but a more important reason was that the atmosphere is too thick. The sun, stars, and planets -- the entire cosmos, he claimed, floated around in the center. Outside the shell or sphere of the earth there is absolutely nothing! Although most people laughed at him in his time, Teed was convinced that not only was he right, but, more significantly, he believed that he would one day be acclaimed the greatest thinker of all time.

When learning to play golf, one must RELAX!

DIRECTIONS: Look in a text book for typographical aids which indicate important ideas.

HOW TO READ
TO UNDERSTAND AND REMEMBER DETAILS
(continued)

4. Sometimes for emphasis a writer will repeat details which he considers important. He might use different words to state the same idea. A good reader gives special attention to details which the writer has emphasized by repetition.

Example------------>

Practice----------->

Name ____________________ Date______

Teacher __________________ Period____

(Example)

Note how the repetitions of details underlined in the following emphasizes certain ideas of the author.

Gentlemen, your extending to me the nomination of the party fills me with a sense of *humility*. Never in my experience have I felt so *small*, so *unworthy* to assume new responsibilities. Yet, I am proud of your testified *belief* and *trust* in me.

(Practice)

DIRECTIONS: Underline all details which by their repetition or restatement emphasize the author's meaning.

To maintain a first postion in this scientific world the United States must uphold its rate of technological advance. It is essential that our pace for scientific discovery shall persist. What is the basis for this continual advance? Knowledge! Knowledge is the fruit of past scientific breakthroughs. Knowledge is the foundation of future understanding. Only by the continual assimilation of knowledge by our scientists can this country retain its leadership of the world.

Purpose for Reading:

The following selection gives information about Joseph Pulitzer, an important American publisher. Read the selection to note some of the interesting events of his career. Also note his actions and ideas which influenced the American way of life. In other words, read the selection to note the important details about Pulitzer.

Joseph Pulitzer

A name which may be encountered by ninth grade students of literature is that of Joseph Pulitzer. Although he was not a writer, Joseph Pulitzer has had great influence on the daily reading matter of the American public. Pulitzer exerted this influence through his ownership of two great newspapers, the St. Louis Post-Dispatch and the New York World, and through the establishment of the Pulitzer prizes.

Although at his death Pulitzer controlled great wealth and power, he came to this country in 1864 as a penniless seventeen-year-old immigrant from the old Austrian empire. He served for a year in a German-speaking regiment of the Union Army and after the Civil War drifted to New York to search for work. Both his nervous temperament and, more important, his inability to speak English prevented him from holding any job very long. In fact, his clothes were so ragged that a shoe-shine boy refused to shine Pulitzer's shoes, explaining that "bums" kept away high-tipping customers. With a burst of rage, Pulitzer not only left the shoe-shine parlor but also left New York. He decided to go to St. Louis, a city with a large German-speaking population. His only way to get there was to walk.

Pulitzer arrived in St. Louis during a freak southern snow storm. Again he had difficulty finding permanent work. One evening in the public library of St. Louis, he came upon two men playing chess. Pulitzer could not help from advising them on how to play the game. The two men happened to be owners of the Westliche Post, a German newspaper in St. Louis. At first they were annoyed with this strange boy's intrusion. Yet, they noticed his unusual intelligence and hired him as a reporter.

Pulitzer's influence on the Westliche Post was electric. Rather than searching for dull stories about local politics, he looked for "human interest" stories. Often his news concerned sensational crimes and scandals, most of these being printed on the first page. To print such news was considered to be the lowest kind of taste for newspapers in those days. Yet, the circulation of the Westliche Post began to skyrocket.

Soon Pulitzer was in a position to buy the paper from his former bosses. Shortly after, he made a more significant move buying the St. Louis Dispatch, a paper on the verge of financial ruin. He combined the two papers into the St. Louis Post-Dispatch, which continues today as one of the outstanding papers in the country.

Moving to New York, Pulitzer added another paper, the New York World, to his growing journalistic empire. As soon as New Yorkers got a taste of Joseph Pulitzer's type of news stories, their demand for copies of his paper was enormous.

One of the most popular features in Pulitzer's World was a cartoon strip nicknamed by the public as the Yellow Kid. This name was the basis for the term describing Pulitzer's reporting of sensational news, Yellow Journalism.

A year before his death Joseph Pulitzer announced to his editors and his family two clauses which he was adding to his will. First, he bequeathed to Columbia University two million dollars for the founding of a school of journalism where students of great promise could be trained for work. As a result of the establishment of this school, most large universities have similar schools today. Most significant of all, Pulitzer left a large sum of money to be used as prizes to Americans who have shown excellence in writing. These prizes are awarded annually to the authors of the best novel, to the authors of the best news story, for the best editorial, and the best poem. No other American prize bestows greater honor on American writers than that of the Pulitzer.

Questions

Please do not write answers on this sheet of paper. Select the one answer which best completes each of the following statements:

1. Pulitzer influenced reading matter of Americans through his (a) magazines); (b) publishing houses; (c) writing; (d) newspapers.

2. Pulitzer came to this country during (a) the American Revolution; (b) Civil War; (c) Spanish-American War; (d) World War I.

3. Pulitzer was born in (a) Germany; (b) Austria; (c) St. Louis; (d) New York.

4. The first newspaper that Pulitzer was connected with was (a) Westliche Post; (b) St. Louis Post;(c) Dispatch; (d) World.

5. Yellow Journalism means (a) a cartoon strip; (b) dull news; (c) sensational news; (d) a school for training of newspaper writers.

6. The public's reaction to Pulitzer's reporting was (a) disgust; (b) disinterest; (c) enthusiasm; (d) amusement.

7. Pulitzer willed money to (a) build a university; (b) establish a school of journalism; (c) award a prize; (d) both b and c.

The following selection gives an historical account about some of our units of measurement. Read the selection to note the origins of units of measurement used today. Note the details about how these units of measurement were first established.

Today, of course, the unit of measurement called a foot is standardized to be twelve inches. It is not surprising, however, that in ancient days the foot was orginally the length of a man's foot. Also, in those days, an inch was originally the width of a man's thumb. The distance from the tip of a man's nose to the end of his outstretched arm approximates the distance which today we call ayard. A fathom was the length of both outstretched arms. One of these means of measurement reamins with us today. By long-honored tradition, the height of a horse is still measured in terms of a width of a hand.

1. The story says that in ancient days some measurements were determined by

   a. the size of parts of a man's body.
   b. the distance from one part of a man's body to another.
   c. the parts of a horse's body.
   d. both a. and b.

2. A foot in ancient times was determined by the

   a. width of a man's foot.
   b. length of a man's step.
   c. lenth of a man's foot.
   d. length of both feet taken together.

3. The length of an outstretched arm was used to determine

   a. the inch.
   b. the fathom.
   c. the yard.
   d. both b. and c.

4. In ancient days, the length of a foot was

   a. sometimes the same.
   b. always the same.
   c. never the same.
   d. equal to twelve inches.

5. Today we still use the ancient measurement for

   a. the length of an animal.
   b. the length of a yard.
   c. the height of a horse.
   d. the length of a fathom.

6. What ways did you use while reading to decide upon the important details?

Suggestions for
TEACHING FOR THE PURPOSE OF READING FOR MAIN IDEAS

Objective: To read for the main idea or central thought.

I. Readiness for Main Idea

Because reading for the main idea is based upon reading for details, seldom is the reading for these two purposes practiced separately. Nevertheless, any purpose can be taught more effectively if presented separately.

Reading for the main idea is a basic one to all kinds of reading and is one of the most difficult purposes to teach. Most students can be taught to note details readily; yet, many have difficulty determining the stated or implied main idea of a selection which the details support or develop.

A readiness activity for reading for the main idea can be a continuation of the ones used in developing readiness for details. The teacher can guide the students to see that just as several details concerning personality or appearance identify a specific person, so do the details in a printed selection develop or form the main idea.

II. Introduction of Main Idea

Because understanding how to read for main idea is difficult for some students, the prepared material should be read thoroughly. Students should have the opportunity for much discussion of the ideas being presented. First, the students might read the introductory essay on reading for main idea. The essay should be read silently a meaningful part at a time, the reading of each part being followed by discussion. Then the class can carry out the activities in the worksheets. The questions on the worksheets are designed to trigger discussion about the skills being presented.

The separate selections are designed to be used for the practice of the newly-acquired skills.

III. Summary and Evaluation

A few minutes before the end of the hour the teacher should review quickly the ideas learned in the class period. The review might be based on information the students have learned, aspects of the lesson they had know previously, and their critical analysis of the lesson.

V. Assignments

It is particularly important that any reading assignment be preceded by appropriate questions which will direct the students to read for an appropriate purpose for the understanding of the assignment. If the main idea of the material should be emphasized, a question or two requiring the main ideas should be incorporated in the assignment.

READING FOR MAIN IDEA

When you look at a picture, hear a new song, taste a strange dessert, or feel an expensive piece of cloth, you form in your mind a single impression of your experience. Actually, however, in forming this single impression, you are reacting to many different ideas or sensations. For example, in a picture you are observing, you may recognize a farm scene. This is your single impression. Yet, you formed this single impression from observing in the picture the farm house, the barn, a man on a tractor in a distant field, or the like. You mentally pulled together all these parts of the scene to form a single impression of the whole picture.

Reading for the main idea is very similar to the process described above. As you read from detail to detail, your mind tends to pull all these details together into a single impression of what the author is saying. This single impression is the main idea. You have already had lessons on how to read for details. Now you will have lessons on how to use details for the understanding of the author's main ideas.

There are many aids in reading which will help you find the main idea. For example, titles, subheadings, large print, even pictures, graphs, and other illustrations in a selection of reading are concerned with the main idea being presented. A thoughtful survey of these aids, then can give you an indication of the main idea before you actually begin to read.

Then as you begin to read the selection, your mind goes from detail to detail and slowly builds a single impression of what you are experiencing. Often the impression from these details is summed up by a single sentence. You have learned from your writing instruction that such a sentence is called a topic sentence. As you read, therefore, you should look for topic sentences because they tend to be a statement of the author's main idea.

Sometimes there is no topic sentence in a selection. In this case, the author may be implying the main idea. To understand the author's main idea, then, you must rely almost entirely on the single impression your mind is building from the details. Sometimes it is necessary to list the details or at least take careful note of them so that you can form in your own mind a statement of the main idea.

The nature of the reading material, itself, has considerable influence on how you might read for the main idea. When reading for pleasure, for example, you can pass lightly from main idea to main idea to follow the general thread of the author's thinking or the story he is relating. When reading study-type material, however, you must proceed with much more intellectual effort. Details may have to be examined with great care in order for you to understand exactly what the main idea is. Also, in study-type material you must be certain that you have well established in your mind each main idea before you attempt to move to the next one. To pass over a main idea without complete understanding in this kind of material will break the author's thread of thinking in your mind and leave you in confusion.

Reading for main idea, then, is one of the most important ways for understanding what the author is saying. In the lessons to follow, you will be given specific training in how to read skillfully for the main idea.

HOW TO READ
TO UNDERSTAND MAIN IDEA

To read for the main idea is to search for understanding of the central thought in the selection. Main ideas are often constructed from details. Therefore, in looking for the main idea, you may proceed with the following steps:

1a.) First, note the impordetails. You should find the key words or phrases which are important for the purpose in reading the selection. Try also to determine if the writer has used signal words or if he has repeated ideas.

1b.) Look for the sentence which seems to summarize the important details. This sentence, as you know from the writing you have done in English classes, is the topic sentence. Because it states the main thought of the paragraph in general terms, the topic sentence aids the reader in determining the main idea of a paragraph or paragraphs.

Example-----------→

Practice-----------

Name________________ Date________

Teacher_____________ Per.________

(Example)

DIRECTIONS: Read the following selection to understand the main idea to determine why Chester is an interesting city. The important details are underlined once; the topic sentence is underlined twice. How do the details help develop the main idea?

Because of its historical landmarks, Chester is one of England's most interesting cities. Through the smog of its crowded streets, one sees dimly the old inn where Elizabeth I and her favorites often dined. In a park of the city is the shell of an old Norman cathedral. Around the city is the wall from which Charles I observed the defeat of his troops in a battle of the English Civil War. Indeed, people from around the world come to Chester for a glimpse of England's past.

(Practice)

DIRECTIONS: Read the following selection to understand the main idea concerning the pen name of Charles Dickens. Underline the important details once and the topic sentence twice. How is the main idea developed in this selection?

Although hardly any one today would recognize the name Boz, a hundred years ago almost any member of the reading public knew that Boz was the pen name of Charles Dickens. Coined by Dickens as a boy, the name went through

2a.) The topic sentence most commonly is found at the beginning of a paragraph. However, it also can be found at the end of the paragraph; and occasionally it is placed within the paragraph.

2b.) Sometimes a topic sentence can carry over to several paragraphs.

Example------------>

Practice----------->

evolutionary stages. It began as a contraction of the name Moses by Dickens as a nickname for his youngest brother, Augustus. Later, when a series of satirical newspaper articles by Dickens was published in book form, it was entitled Sketches by Boz. Pickwick Papers and Oliver Twist, too, were signed by Boz on their first publication. With growing fame, Dickens reverted to the use of his real name for his work; yet, the name Boz remained attached to him for many years. Even his first visit to this country was announced as "Boz comes to America". It was not until after his death that this early pen name was finally forgotten.

What is the topic sentence of this selection ? What is the main idea? State it in your own words.

DIRECTIONS: Read the following selection for the main idea of the significance of certain colors in nature. Underline the important details once and the topic sentence twice. Where is the topic sentence of the first paragraph? What influence does this sentence have on the topic of the second paragraph? What is the topic sentence of the second paragraph?

Many creatures are colored by combinations of black and red, orange, or yellow. These colors advertise the fact that a creature wearing them is bad tasting or poisonous and should not be taken for food. Certain sour-tasting caterpillers are protected by their bands of black and yellow. The common lady bug proclaims its bitter taste to birds and other enemies by colors of black and red.

HOW TO READ
TO UNDERSTAND THE MAIN IDEA

In the Southwest of the United States one of the most poisonous snakes in this nation, the coral snake, warns the natural world of its poisonous bite by a skin of black and yellow or black and orange. The fire-bellied toad has these warning colors only on its stomach. Consequently, when threatened by a hungry enemy, it turns over on its back to show by its colorful stomach the bad-tasting meal a fire-bellied toad would make.

What is the main idea of this selection? Restate it in your own words.

2c.) Also, more than one sentence can contain the main idea.

DIRECTIONS: Read the following selection for the main idea of what the "game" is and what the narrator will finally do about the "game".

Practice------------>

The gang was very mysterious about the new game. From the excited way they talked about it, it sounded like fun, and I wanted to join in. Yet, there seemed to be a question about whether I should be asked to play. Was I the right type? - they asked one another with broad winks and snickers? Could I eat a dozen apples in a row? What would I do with a dozen boxes of cereal? Then the grocery truck turned into the alley. Its driver, a boy not much older than I, left it to carry a box of groceries into an apartment building. When he was out of sight, everyone started slowly towards the truck. Someone jumped up into the truck and began to hand down to some one else a basket of apples. I knew now that the so-called "game" was simply stealing. I did not wait to find out more. I decided to go home.

HOW TO READ

TO UNDERSTAND THE MAIN IDEA

3.) Titles, headings, sub-headings, pictures, graphs, and other illustrations are often clues to the main idea of a selection.

Practice------------>

What is the main idea of this selection? Where is the main idea stated?

DIRECTIONS: Examine your text books for titles, headings, sub-headings, illustrations and the like which indicate the main ideas being discussed. List and describe briefly some of these types of clues for main idea which you can find in your texts.

HOW TO READ
TO UNDERSTAND AN IMPLIED MAIN IDEA

An author does not always state the main idea of the paragraph. In other words, the details in the paragraph do not point to a specific sentence, phrase, or word containing the main idea. Therefore, the reader must decide in his own mind what the main idea is. The main idea in such a paragraph is called an IMPLIED MAIN IDEA.

To read for the implied main idea the following steps are suggested:

1a.) Note the important details.
1b.) Note that there is no topic sentence or statement which contains the idea that the important details discuss.
1c.) Return, then, to the important details and decide in your own mind what main idea is.

1.) Sometimes comparing the idea being discussed by the details to some of your own experiences will help your understanding of the main idea.

2.) Also comparing the main idea of this selection with other ideas you have read will help your understanding.

Where else do you find ideas which you can compare to main ideas you find in your reading?

Example------------>

Practice----------->

Name_________________ Date______

Teacher_______________ Per._____

(Example)

DIRECTIONS: Read the following selection to understand the main idea which the author is implying about what some animals do during the summer.

The industrious bee has long been respected for spending its waking moments in summer preparing honey for the approaching winter. Rodents such as squirrels and moles also are held in high regard for their caches of food which sustain them through the winter months. Even the arctic fox which does not hibernate hides small rodents in crevices of rocks during the summer and is able to find them again for food when winter comes.

Note that the details in this selection tell of what various animals do in preparation for winter. A statement of the implied main idea then might be as follows: Some creatures store food for the winter.

(Practice)

DIRECTIONS: Read the following selection for a main idea about the camel. Note that there is no summarizing topic sentence containing the main idea. Therefore, underline the important details; then compose in your own mind a statement containing the main idea. Write this statement in the space provided after the selection.

HOW TO READ
TO UNDERSTNAD MAIN IDEAS
BOTH STATED AND IMPLIED

Camels

To shield him from the burning sun of the day and the freezing chill of the desert night, the camel has a thick coat of hair. When the wind blows, his nostrils which he can close, keep sand from his lungs, and his heavy brows and long eyelashes protect his eyes. The webbed feet of the camel enable him to maintain a sure footing as he travels across the sand, and his hump is a storehouse of nourishment which sustains him for long periods without food in his hostile homeland.

Write your statement of the implied main idea here.

____

____

____

What details in the selection influenced you in deciding on this statement? Did you consider any previ us experiences or knowledge about camels when composing this statement?

2.) Sometimes an author might state one main idea and imply another. Therefore, a good reader after noting the stated main idea, looks for any implied main idea as well,

Example------------

Practice-----------

DIRECTIONS: The stated main idea in the following selection is in the first sentence. There is also an implied main idea. Read the selection to find the implied main idea about nineteenth and twentieth century writing.

One of the most significant writers of our time was Sinclair Lewis. Not only are his works well written, but also their originality ushered in an entirely new era of writers interpreting life as it really is. With his stinging satire Lewis quickly put to death the forced, sweet sentiment of the nineteenth century. He exposed, instead, the truth about life, particularly the American scene, even though such truth was often distasteful. In short, his work is a Declaration of Independence for art; for since the appearance of his first important book Main Street, writers have been free to interpret life as they see it.

What is the implied main idea? How does it compare to the stated main idea in this selection? What are some of the ways which you used to decide what the implied main idea is?

2) Often a reader's interests influence his choice of an implied main idea when a stated main idea is also present.

DIRECTIONS: In the following selection the stated main idea is found in the first sentence. Search also for an implied main idea. What would a person who likes autumn see as the implied main idea? What would a person who dislikes autumn see?

Example----------->

Autumn is a time of preparation. Dried milkweed pods open and scatter silken fluff over the prairie floor. Pine trees shed their extra needles in a rusty disarray, and on top of them, elm trees drop a brittle, curly bed. Old bird nests stand cold to the brisk winds as they cut across the tops of naked trees. The sapling creaks with a dry groan rather than the soft sighing of earlier weeks. The chipmunk bustles about and keeps house in a pile of honeysuckle tangle and grapevine matting and chiefly soft, old moss.

What do you think the implied main idea is? On what do you base your choice? How does your idea compare to those of other students?

Read the following selection for the main idea. Read it so that you can discuss such questions as the following:

What is the main idea of this selection?

Which sentence or sentences express the main idea of the selection?

Mark Twain, perhaps the greatest of all American writers to date, was wise enough to pattern the characters in his novels after people he actually knew. For example, the shrewd but gentle Aunt Polly in the classic TOM SAWYER was drawn from Mark Twain's own mother, a soft-spoken lady from Kentucky. The tattle-tale Sidney, Tom Sawyer's cousin in the book, is none other than Mark Twain's younger brother, Henry.

The famous scene of Tom Sawyer's hoodwinking his friends to whitewash the fence is also taken from real life. Jim was, in reality, a young slave named Sandy, hired by the Clemens family to help with the chores. Tom's friend, Ben Harper, who pretends he's a steamboat, was in real life one of Mark Twain's best childhood friends, John Roberts.

The best example of a character of Mark Twain coming from real life is Huckleberry Finn. Such a boy actually lived and was a boy named Tom Blankenship, the hero of all the boys of Hannibal, Missouri, because he was free from restrictions of adults. Through all of his writing Mark Twain has introduced his early friends to people throughout the world, giving these characters almost the same degree of familiarity as neighbors.

1. What is the main idea of this selection?

2. Which sentence or sentences express the main idea of the selection?

3. A good title for this selection would be

   a. The Many Autobiographies of Mark Twain.
   b. Huck Finn was a Real Boy.
   c. Mark Twain, a Great American Author.
   d. Who Mark Twain's Characters Really Were.

4. Which of these details is UNRELATED to the main idea of this selection?

   a. Aunt Polly was really Mark Twain's mother.
   b. Tom Blankenship had little adult supervision.
   c. Sidney is patterned after Mark Twain's younger brother.
   d. The real Huck Finn was a boy named Tom Blankenship.

Read the following selection for both the stated main idea and the implied main idea about the late snows of March. Do your own interests tend to influence your understanding of the implied main idea?

> No one takes the late snows of March very seriously because they cannot last long. Although they blanket the ground and cling to every tree at night when the air is just cool enough to preserve them, they begin to disappear when the sun shines. Flakes twirl a moment in the warming air and then melt before they reach the earth. Clumps of snow begin dropping unexpectedly from the trees. Soon the trees are bare again; and the ground, rich with moisture, is uncovered.

1. Which sentence expresses the main idea of this selection?
2. What would be a good title for this selection?
3. Which of the following does not support the main idea of this selection?
    a. the sun melts the snow on the ground.
    b. the warm air prevents snow from reaching the ground.
    c. the moisture that is left on the ground remains for some time.
    d. the cool air that preserves the snow at night starts to disappear in the morning.
4. What, in your opinion, is the implied main idea?

   How do your ideas differ from those of your classmates?

   Why do you agree or disagree with your classmates?

Suggestions for
TEACHING FOR THE PURPOSE OF READING FOR SEQUENCE

Objective: To understand the author's meaning through the use of sequence.

I. Readiness for Sequence

Although most high school freshmen have had previous experience with chronological sequence, many may not have encountered kinds of sequence other than those based on time. Considerable readiness concerning various types of sequence should be presented before the actual instruction of sequence as a purpose is begun.

An example of readiness for time sequence might be to show the class a weekly bulletin of events and ask them to review the order in which the announcements are listed.

Once they have established the concept of time sequence, the teacher might then ask them to define the order in which tests are usually handed out. For example, in distributing the tests, the teacher might proceed from the left of the room to the right, handing papers to the first person in each row, who, in turn, passes papers behind him. With some directed questioning, the students will see that this procedure, too, follows a kind of sequence even though it is not based on time. They can be asked to name this kind of sequence, directing them until they reply with a synonym or word similar to "place". When the class understands that there are several types of sequence besides those based on time, they should be asked to name or describe other types. This part of the discussion need not be brought to any definite conclusions, the purpose of the discussion being to prepare the students to expect instruction in many kinds of sequence.

II. Introduction of Reading for Sequence

Instruction in reading for sequence can begin by having the class read the selection, "Reading for Sequence," silently, a part at a time. This silent reading should be guided by appropriate questions before the reading of each part and followed by questions to stimulate discussion after the reading of each part. For example, the students might be asked to cite from their own experience examples of sequence which are comparable to those mentioned in the selection. They might also be asked to add to the examples of signal words for sequence which are given.

The class can then begin to read and react to the ideas presented in the worksheets. Again the reading should be interrupted with discussion. The questions on the worksheets might be helpful in suggesting starting points for this discussion.

Students should be encouraged to cite examples from their own experience concerning the kinds of sequence being presented.

Once the students have been introduced to the skills involved in reading for sequence, they can practice these skills on the selections included in the lesson. When working on these materials, the students should be encouraged to place emphasis on the content of the selections while they use the reading skills involved. The teacher will notice that each selection has questions preceding it. These questions should be thoroughly discussed before the reading is done. The questions after the selection serve as a comprehension check. The answers to the questions should be discussed not so much in terms of right and wrong but in light of the reading skills concerning sequence which are necessary for finding the right answers.

III. Transfer of Application of Sequence

The transfer of the skills involved in reading for sequence from class-prepared materials to class texts is probably the most important step in this unit. The teacher can be particularly helpful if he assigns materials which have sequence in them. Examples would be plays, narratives, or essays in which a logical sequence is present. Judicious questioning from the teacher will direct the students to see the sequence in these kinds of materials. Discussions based on the benefits of reading for sequence for specific materials is important. Also, a review of the skills which are particularly applicable to sequence in specific selections is needed. Most important, the teacher should present the students with questions so worded as to ask for the reading for sequence before the reading is done. Such questions will direct the student to take as much advantage as possible of the reading skills he has just learned.

IV. Summary and Evaluation

A few minutes in each class period should be reserved to review the ideas discussed during the hour. This review should be conducted even though all materials for the lesson have not as yet been discussed. A review might be based on ideas the students have learned, aspects of the lesson they had known previously, and their critical analysis of what was in the lesson.

V. Assignments

It is particularly important that any reading assignments be preceded by appropriate questions which will direct the students to read for whatever purposes are most helpful in bringing about an understanding of the material. The reading of any material in which its meaning relies on a sequence should be preceded by questions directing the students to read for sequence.

READING FOR SEQUENCE

A sequence of things is like a string of beads. Because of the string passing through them, each bead keeps its place in line between its two neighbors. Also beads might be so arranged on their string so as to form a design or pattern. For example, they might be strung according to their size so that the larger ones are opposite the clasp; or, if they are colored, they might be strung so that the colors make a pattern. Without the string the pattern or design is destroyed.

A sequence of items in reading is like a string of beads. For example, a writer might present details in a certain order. These series of details might be listed according to their importance; or if they are events, they might be listed chronologically. The order of their importance or their chronological order would be the "pattern" the writer wishes to build.

The "string" holding the details in their correct positions might be signal words. Examples of signal words for an order based on importance might be "most important", "next most important", least important" and the like. Examples of signal words for an order based on a chronological order might be "first of all," "then", "next", and "finally". In reading a group of details or items without signal words -- like a group of beads without a string -- would have no pattern.

One reason history is easy for some people to study is that an assignment is usually organized according to a chronological sequence, sometimes called time sequence. Signal words in history are often dates. For example, "Franklin Delano Roosevelt was born in 1882. In the election of 1932 he became the thirty-second president of the United States. As World War II was ending in Europe Roosevelt died suddenly on April 12, 1945 ---". You will notice here that the dates "string" the ideas together in their right order. An example of another type of signal words for history was given in the preceding paragraph. Can you think of any others?

A good reader when studying history pays special attention to signal words indicating time sequence. He knows that if he notes how events or ideas are tied together, he will tend to remember these events or ideas better. His thinking about one event will remind him of the next one in line and so on until the entire series is in his mind.

Another type of sequence is step sequence. In science, for example, directions on how to perform an experiment are usually given as a series of steps. Examples of signal words for step sequence might be "the first step ---", "next", "complete by ---"; or, perhaps, just numbers are used such as (1) ---, (2) ---, (3) ---. When folowing the directions in a step sequence, it is, of course, extremely important to note the steps in their prescribed order.

There are many other kinds of sequence. For example, perhaps you are a very particular person who keeps articles on your dresser in a special order. The hair brush is always next to the cuff link box. Next to the cuff link box is a picture. At night you leave your watch in front of the picture. When you think of the articles on your dresser, then, you can easily remember all of them because you remember where each article is in relation to all the others. This kind of sequence is called place sequence.

Place sequence often occurs in one's reading. For example, a description of the furnishings of a room might be presented according to their locations. The organization of the sequence might be the placement of articles from left to right or from floor to ceiling. Signal words for this kind of sequence might include such expressions as "on the left ---", "along side ---", and "next to ---".

It is easy to remember things if you can remember where they are placed in relationship to each other.

Items in sequence are not always events or actions according to time or place. Such items might be thoughts in your mind. In fact, reasoning is a process in which one thought leads to another. This kind of sequence is called logical sequence. When an author is presenting his reasoning in print, he might use such signal words as "If we begin with the premise that ---", "what follows then is --", "and so we can conclude that ---". Such a sequence would very likely be the organizational framework for a discussion. Your paying close attention to the sequence in such a discussion will increase your understanding a great deal.

In reading, a sequence might also be based on such organizational patterns as from the smallest to the largest item; from heaviest to lightest; poor to best and the like. Can you think of other patterns not mentioned here? What might be examples of signal words for these patterns? Why might it help your understanding to note the types of sequence you have suggested?

Remember that reading for sequence is a particularly helpful purpose because it helps you not only to remember things and ideas but also to keep them in order in your mind.

READING FOR SEQUENCE

Reading for sequence is noting the way an author has connected or related a series of items, facts, ideas and the like to one another. Noting the relationship of items in a series will help you understand the author's ideas. Also, it will help you remember the author's ideas because the thinking of one item will help you recall other items in the series.

When items are presented in a sequence, certain words and phrases are used to connect the ideas. These connecting words and phrases are called SIGNAL WORDS. Examples of signal words are "first ---", "next ---", "finally ---" or "the best ---," "the next best ---", and "the least ---".

There are many kinds of sequence in writing. We won't have time to study all of them, but we will present those that are most common.

1) A common type of sequence is TIME SEQUENCE. Ideas in a time sequence are arranged according to when they happened. Examples of signal words in time sequence were given above: "first ---", "next ---", "finally"

When reading for time sequence, read the selection for both the main idea as well as for the order of events. To note the order of events, you must give special attention to the signal words. If necessary, read the selection twice, first for the main idea, and then to note the order of events.

Example------------->

Practice ----------->

Name____________________ Date______

Teacher_________________ Per.______

DIRECTIONS: Read the following selection to note the order of the marriages of Henry VIII. Then see if you can remember this order. To do this you will have to read both for the main idea and for the sequence. Pay special note to the signal words which are underlined. Until you become accustomed to reading for sequence, you may have to read the selection twice.

Henry VIII had six wives. His first wife was Catherine of Aragon who bore him his daughter, Mary Tudor. After a divorce Henry then married Anne Bolyn who became the mother of Elizabeth Tudor. After only two years, however, Anne lost favor with her husband and was beheaded. The day after her execution, Henry married Jane Seymour who gave the king his only son, Edward. Jane, however, did not survive the birth of the prince. Henry's fourth wife was Anne of Cleves, whom he divorced after a marriage of only three days. His fifth choice was Catherine Howard. Suspecting her of disloyalty, Henry had her executed although supposedly she was the only wife he really loved. Catherine Parr, Henry's last queen, who was a quiet, inoffensive woman, outlived him.

Can you name Henry's wives in order?

READING FOR SEQUENCE
(Time sequence continued)

Sometimes signal words for time sequence are dates or numbers. For example, events might be arranged with dates as follows: "In 1907 ----", "then in 1912", "finally during the 1920's. Numbers to indicate a series of events might be as follows: (1)----, (2) ----, (3) ----.

Example---------->

Practice--------->

DIRECTIONS: Read the following selection to note the order in which Henry VIII's children came to the throne of England. Read for the sequence of events which forms the main idea. You may have to read the selection twice to get both the main idea and the sequence. Underline the signal words connecting the events.

When Henry VIII died in 1547, he was followed on the throne by his son, Edward VI, who was only nine years old at that time. He soon contracted a lung disease, which causedhis death in 1553. Edward had named as his successor, Lady Jane Grey who kept her crown only nine days. After a brief rebellion, Lady Jane was succeeded by Mary Tudor, Edward's oldest half sister. Mary, in turn, died five years later. In 1558 Elizabeth I, half sister to Edward and Mary, came to the throne, bringing to England a glorious era of history which lasted until Elizabeth's death in 1601.

In your own words tell the order in which the children of Henry VIII came to the throne.

The two previous selections are excerpts from history. What other subjects are often written according to time sequence?

READING FOR SEQUENCE
(Step sequence)

2) Another type of sequence is STEP SEQUENCE. Directions or actions to be carried out in a particular order would be written in step sequence. An example would be a science assignment where directions for an experiment are presented.

To read for step sequence, you should read for both the main idea and the prescribed order of the steps. Usually in step sequence, the order of steps is particularly important. Therefore a careful noting of signal words is helpful.

Example ------------,

Practice ---------->

DIRECTIONS: Often it is more profitable for a student to skim material than to read thoroughly. The following selection describes one method of skimming. Read it to understand the various steps in skimming and to note the order in which these steps should be carried out. Underline the signal words connecting the steps.

Much of the material a high school student is required to be acquainted with does not need a thorough reading. When his purpose, then, is to have only a general idea of what a particular selection is about, the student should not read but skim.

One procedure for skimming is as follows:

First glance through the selection, noting the title, subheadings and any other typographical aids to get the gist of what the selection is about. After you have established the general topic of the selection, begin to read the first sentence of each paragraph. Continue to read just first sentences of paragraphs as long as the thread of thought seems continuous. When there seems to be a break in thought continuity, glance back at the last sentence of the preceding paragraph. Often the ideas in this sentence will restore your continuity of thought. If still there is no continuity of thought, you must examine the paragraph where the continuity seemed to disappear for a topic sentence somewhere in the middle of the paragraph. The discovery of the topic sentence will usually restore thought continuity. Occasionally, of course, you will come to a paragraph which has no topic sentence. In this case, you must read the entire

READING FOR SEQUENCE
(Step sequence continued)

3) There are other types of sequence besides those related to time. The placing of books alphabetically according to their authors on a library shelf, for example, would be to place them in sequence. This kind of sequence is called PLACE SEQUENCE.

To read for place sequence you should read not only for the main idea but also for the position of things in relation to the other things being discussed. To note this placement, again you must pay special attention to signal words. Examples of signal words in place sequence might be "in front of ---", "along side ---", and "at the rear ---".

Example --------->

Practice -------->

paragraph, and compose in your mind a topic sentence for it so that the continuity of thought can be restored. Practicing these four steps will soon teach you to skim material quickly and with surprising effectiveness.

Restate in your own words the four steps in skimming. Would you alter their sequence in any way?

DIRECTIONS: Read the following to note the position of the various articles on the stairway. Underline the signal words.

Although the whole house, as remembered, was dark and depressing, nothing about it frightened him so much when he was a child as the stairway. At the foot of the stairway was a heavy, oriental box just about the size of a child's coffin. On the first landing, barely visible in the semi-darkness was a statue of a woman almost life size, appearing to stare with terror at some ghostly form in a corner of the ceiling. High above the head of the statue were two massive moose antlers mounted on the wall. Across the antlers rested rusting muskets and swords and other instruments of death, covered with dust. The great old grandfather clock stood on the second landing, its face like a huge, single eye staring with disapproval at any child who dared to start his way up the stairs. Sometimes with no warning, the clock would strike, like a gong, its protest at a trespassing child. At the top of the stairs was a narrow hall with seven closed doors. Although Ralph could vaguely remember rooms behind those doors, he never could remember any of those seven doors ever being open.

3a) Just as with details and main idea, sequence, too, can be both stated and implied. In the preceding selection the stated sequence was the position of articles on a stairway. Also in this selection the reader in his imagination climbs up the stairs. This moving up the stairs can be considered as implied sequence.

4) Not all types of sequence are concerned with space or time. Some types take place only in the mind. In other words, these types of sequence are concerned with a series of thoughts or ideas. One of these types of sequence is LOGICAL SEQUENCE.

To read for logical sequence, you should read for the main ideas as well as the relationship of these ideas, one to another. To see their relationships, it is particularly important to note the signal words which connect the ideas in their logical order.

Example ----------->

Practice---------->

List the names of the articles as they appeared on the stairway.

How does the place sequence in this selection contribute to the total effect?

DIRECTIONS: Read the following selection to understand the three revolutions of the earth. Underline the signal words. The stated sequence is the logical development of the author's ideas about the three revolutions of the earth. Can you see implied sequence also? What kind of sequence is it?

It is hard for us who live on this solid earth of ours to realize that our planet makes three separate yet continuous revolutions at the same time. However, if you think about this fact, you can see that it is so. Everyone realizes, of course, that the earth revolves on its own axis. This motion, then, in one type of revolution. At the same time the earth is also revolving around the sun, a movement which comprises another type of revolution, independent from the first. Then, of course, the sun, speeding through space, makes a vast circle around the nucleus of our galaxy. As the earth travels with the sun, the earth also travels this circle which constitutes yet a third revolution. Yet, so vast is this circle that only a short distance of it has been covered by the sun and earth since the coming of man. Of course, the galaxy, itself, is speeding through space. Whether the galaxy also travels in a circle making a fourth type of revolution for the earth no one knows.

How does the logical sequence in this selection help you understand the main idea?

Read the following selection to note the progress of the Nile River from its source to the Mediterreanean. What kind of sequence is this? What are the words and phrases in the selection which indicate the sequential order?

> The Nile Ricer in Egypt winds along a zig-zag course of over four thousand miles from its source in central Africa to its northern delta in the Mediterranean Sea. Three rivers, actually, empty into the Nile River. The White Nile begins in Lake Victoria, which lies between Kenya, Tanganyika, and Uganda. Flowing northward, it joins the Blue Nile River and the Atbara River in the Sudan, to make the great Nile River; both the Atbara and the Blue Nile originate in Ethiopia. The great Nile River then continues north through the Nubian Desert and the Aswan High Dam lake area into Egypt. Immediately north of Cairo, the Nile splits into two main branches and numerous tributaries that then empty into the blue Mediterranean.

1. This selection is concerned with sequence of ____________
   ____

2. The selection describes the Nile River and its tributaries from:

   a. source to mouth
   b. north to south.
   c. west to east.
   d. mouth to source.

3. If one were to draw a picture of the course of the Nile, it would look like:

   a. a circle.
   b. a straight line.
   c. a crooked line.
   d. a half circle.

4. Which step in the course of the Nile has been omitted below?

The White Nile from Lake Victoria joins the Blue Nile from Ethiopia to make the great Nile. The great Nile continues through the Nubian Desert and the Aswan Dam area into Egypt and then branches off before it empties into the Mediterranean.

Read the following selection to note the ranking of animals according to how dangerous they are. What kind of sequence is this? What are the words and phrases in the selection which indicate the sequential order?

Dangerous Animals

Big game hunters and natural scientists often debate about which animal on earth is the most dangerous. The popular choice usually falls to the lion. Indeed, the lion can be dangerous, particularly in high grass country where he can hide in wait for his pursuer. Yet, most hunters agree that there are more dangerous animals than the lion.

The elephant, for example, is to be feared because of his superior intelligence. He is so cunning that regardless of his massive weight, he can approach his victim without so much as snapping a twig to give warning. On the other hand, the elephant is quite timid and will choose retreat above all other defenses if he is disturbed.

Perhaps more dangerous than the elephant is the rhinocerous because of his stupidity. The rhinecerous will attack trucks or even trains if they annoy him; his extraordinarily bad temper keeps him in a hostile mood most of the time. Fortunately, his stupidity along with his nearsigtedness puts him at some disadvantage as well because to defend oneself against him one needs only stand still as he is likely to pass you by.

Like the rhinocerous, the water buffalo also will attack any object that attracts his attention. Yet, the water buffalo is keenly intelligent. He is one of the few animals wise enough to double back on his trail and hide in the brush to wait for his pursuer.

Many authorities consider the leopard the most dangerous of all animals. The leopard is extremely intelligent and extraordinarily strong for his size. He can leap a six-foot fence with a full-grown cow over his shoulders. Somewhat like the water buffalo, the leopard will also double back on his trail and wait in the branches of an overhanging tree for the luckless hunter who is unaware of the leopard's defensive techniques.

Strangely enough, the most dangerous animal on earth is one of the smallest. This animal is the shrew. Although only a half ounce in weight, the shrew is so savage that it will attack and kill animals twice its size. The shrew has no sense of fear. Although it feeds primarily on insects, it will not hesitate to lurch at the throat of a rat or snake and will consume them entirely - flesh, fur, and bones in a matter of moments. It will gladly attack another shrew in a chance meeting. Some shrews even have a venom in their saliva that is as poisonous as the venom of a cobra. Consequently, this small creature is a serious threat even to a man who is careless enough to try to handle him.

How strange it is, when we think about it, that the most dangerous animal on earth is not a beast of great size like the elephant or of sharp wit like the leopard, nor does he live in a distant jungle, lurking in the shadows for an unwary hunter. This ferocious creature is the size of a mouse, has undetermined intelligence, and probably lives in your backyard, busily slaughtering whatever hapless creature he can find to satisfy his ravenous appetite.

1. This selection is concerned with sequence of ______________
____.

2. How does the author make a judgement about the degree of danger on one animal in comparison to that of another animal? What details about the animal's habits are important to such a judgment?

3. List the animals discussed in this selection in order from most dangerous to least dangerous.

4. Which animal is more dangerous than the leopard?

   a. water buffalo
   b. shrew
   c. rhinoceros
   d. elephant

Suggestions for
TEACHING FOR THE PURPOSE OF READING FOR COMPARISON

Objective: To understand the author's meaning through the use of comparison.

I. Readiness for Comparison

Although most students already have an understanding of the definition of comparison, there are several points about comparisons which should be emphasized before instruction is begun. For example, according to the dictionary definition, a comparison consists of similarities and/or differences. In addition, more than two things or ideas can be compared. To clarify the students' understanding of these aspects of reading for comparisons, the class can discuss examples in which these aspects of comparison are present. For example, the class might discuss the advantages of all-male or an all-female college in relation to a coeducational college. As the discussion progresses, the class can point out any similarities or differences which are present. One student might say that both an all-male college and a coeducational college are likely to have outstanding people on the staff. When such a remark occurs, the discussion should be stopped long enough to have the class identify the remark as a similarity.

II. Introduction of Reading for Comparisons

As soon as the class shows a good understanding of the basic elements of comparisons, the teacher can guide them through the selection on how to read for comparisons. The teacher might have the class discuss the first three paragraphs and have the students relate the ideas to the discussion just completed about colleges. After this discussion the teacher can help the class decide what particular skills reading for comparison might require. The class can finish reading the selection and relate what they have read to the discussion on reading skills necessary for understanding comparisons.

With this preparation, the students should now be ready to proceed with a detailed study of the suggestions presented on the double-columned worksheets. It is particularly important that the students relate these skills to reading assignments in English and in other classes.

As soon as they have reviewed the specific skills involved in reading to understand comparisons, students should practice these skills in their reading of the elections prepared for this part of the lesson. These selections are written primarily as comparisons with the influence of other purposes being held at a minimum. The directions at the beginning of the selections should be discussed briefly before the reading. The questions after the selection are to help the teacher gain an estimate of the success with which the reading was done and to form a basis for discussion on what reading skills are particularly helpful in reading for comparison.

III. Transfer of Skills to Class Assignments

The transfer of reading skills for specific purposes from the prepared materials to textbooks and other reading is one of the most important aspects of purposeful reading instruction. Students should be encouraged to find examples of comparisons in their textbooks from all their courses. For example, a history assignment might present a comparison of the societies of the North and the South before the Civil War. A transfer of the skills learned in reading for comparison to such an assignment would be particularly helpful for both English and history classes. Also, writing assignments which require the students to present a comparison would be particularly good reinforcement for their reading to understand comparisons.

Reading for comparisons does not depend on the author's style of presentation only. Often a student may want to read selections by two or more authors to compare their points of view. An example might be the reading of two reviews of a best-selling novel to determine if the book is worth the reader's time. In this situation the student must note the points wherein the authors agree or disagree. The student needs to compare the qualifications of the reviewers before he makes a decision about the book itself. Students should benefit by having experiences in this kind of reading in which the comparisons are entirely the responsibility of the reader.

IV. Summary and Evaluation

Spending five minutes in summarizing the main points of the instruction at the end of the class period is a strong reinforcement of the learning which has taken place. At the conclusion of the instruction for the entire unit on comparison, a review of the main points will also reinforce the students' learning of the skills. For example, students should be encouraged to bring examples of reading for comparisons from their assignments in other classes. Also, their attention should be directed to editorials or magazine articles based on comparisons. Authors often present ideas through comparisons and therefore the ability to read comparisons with understanding is particularly important for students in high school.

V. Assignments

For an assignment in which the author's ideas are developed primarily by comparisons, students may be given questions and directions which will direct their reading for these comparisons. By noting the comparisons, the reader can then ascertain more readily the author's ideas.

READING FOR COMPARISON

Every day we make comparisons. Girls talk about whether the bouffant hair style is better than a pony tail or who is the "cutest" boy in English class. Boys discuss whether or not the Jaguar sports car is better than the MG or which girl in English class is a "real doll". Teachers compare a student's more recent work to that which he has done earlier in the year in order to determine whether his grade should be higher. Coaches compare athletes according to their strength, skill, and cooperation. Houswives compare the prices of products in grocery stores. Business men compare the advantages of different opportunities. Obviously, making comparisons is an important intellectual function in our lives.

When you think or state why two things are similar, you are making a comparison. When you think or tell why two things are different, usually you say you are making a contrast. Yet, describing the differences of two things is still comparing them to one another. Consequently, a contrast is a kind of comparison. Therefore, the title of this purpose which is based on understanding comparisons in reading can be called "reading for comparison" which includes both comparison and contrast.

Because making comparisons is a common intellectual activity, you naturally encounter comparisons often in reading. Generally speaking, comparisons are made within one of four categories. These four categories are persons, places, things, or ideas. For example, an author might use comparisons to create characterizations, intensify settings, describe things, or clarify ideas. It is very important, therefore, that you learn to read comparisons effectively so that you can understand them.

The first step in reading to understand comparisons is to recognize as soon as possible that the author is using a comparison to express his idea. Often titles, subtitles, headings, and other typographical aids will indicate that a comparison is being presented. When you note such an aid, you can set your mind to look for the comparison when you begin to read.

As soon as you have discovered that a comparison is being presented, you should then determine what is being compared. Often because the comparison is the basis for the main idea of the selection, the persons, places, things, or ideas being compared will be mentioned in the topic sentence. Yet, sometimes the author in order to create a more dramatic effect wants his comparison to be unexpected. In this case, he will present a discussion on one thing; then beginning with a signal word such as "however" or "nevertheless", he will discuss the second item in the comparison. In this case, you usually cannot determine that you are reading a comparison until you have encountered the signal word and discover that the author is using a comparison to express his idea.

After you have determined the components being compared, you must then give attention to the similarities and differences of the components which the author is discussing. Signal words will help you to do this. In presenting details in a comparison an author will use such words as " on the other hand", "nevertheless", "yet", "both", "neither" and many others. Noting these signal words will help you discover the details about the similarities and differences the author is presenting in his comparison.

As you know, the basic purpose for which an author uses a comparison is to express a main idea. Consequently, when you discover that you are reading a comparison, you must immediately begin to look for the main idea. The topic sentence will usually help you determine the main idea. Also, as you note the similarities or differences, you must treat them as details in determining the main idea. In other words, you construct in your mind the main idea which these similarities and differences seem to support.

Occasionally, the reader's basic purpose for reading a selection is that he is searching for a comparison whether the author intended to present one or not. For example, a reader might want to compare two reviews of a current movie in order to decide if the movie is worth his money and time. In this situation, the reader would compare the opinion of one reviewer to that of another reviewer. Also, particularly if the reviews did not agree, the reader would have to determine which writer commanded more of his respect. After noting the similarities and differences of one reviewer's opinion to that of the other, the reader can then arrive at a decision about the value of the movie as far as he is concerned.

Because when reading to understand comparisons you must keep in mind not only the components being compared but also the similarities and differences concerning them, you usually should read at a rather slow rate. Of course your rate will depend on such factors as your familiarity with the subject of the comparison as well as its complexity. Generally speaking, you will find that you will understand comparison more easily in your reading if you read slowly enough to give your mind the time it needs to see the components in the comparison, the similarities and differences of these components, and author's main idea on which the comparison is based.

HOW TO READ FOR
COMPARISON AND CONTRAST

Often an author will present his ideas through comparisons. These comparisons might be made of persons, places, things, or ideas. Through a comparison, a writer tells how two things are similar or different or both similar and different. When an author tells how two things are alike, we customarily say he is making a comparison; when he tells how two things are different, we often say he is presenting a contrast. In this lesson, however, we shall use the term comparison to mean either a comparison or a contrast or both.

1) The first step in reading to understand a comparison is to determine as soon as possible that the author is making a comparison. You can then proceed to read in specific ways which will help you understand the idea being presented. These specific ways will be suggested to you in this lesson.

Some clues indicating that the author is presenting a comparison are as follows:

1a) Titles, headlines, subheadings, and other visual aids might indicate a comparison and contrast.

Example --------->

Practice--------->

Name________________ Date______

Teacher________________ Period______

DIRECTIONS: In the following list of titles, check those which indicate a comparison. One has already been checked to serve as an example.

X The Pros and Cons of Organized Labor

FDR: Man of Destiny

An Evaluation of the UN

A Man Before His Time

The Life and Times of Edward VII

1b) Topic sentences can indicate that a comparison is being presented.

Example ------>

Practice------>

DIRECTIONS: In the following list of topic sentences, check those which indicate that a comparison is being presented.

"Although a boxer is a popular breed of dog today, the best type of dog for a family is a bassett hound."

"Sports writers like to debate today who the winner would be in a match between Joe Louis in his prime and Jack Dempsey in his prime."

"One of the greatest men of our time is Winston Churchill."

<----------

1c) Sometimes in order to make his comparison more effective, an author will write in such a way that the reader does not expect a comparison. The writer might do this by presenting all the details about one thing or idea, leading the reader to conclude that only one point of view is being presented. Then the author might break the thread of thought with a signal word such as "however" or "nevertheless", indicating that a comparative point of view will now be presented.

Example ---------->

Practice -------->

DIRECTIONS: The following are beginnings of two paragraphs in a selection in which the author wants the comparison to be unexpected. What are some of the details that might be added to the first paragraph? What are some details that might be added to the second? Remember that these details should enhance the comparison which has been started.

"American teen-agers are spoiled. Because modern parents suffer from the delusion that nice parents are good parents, our teen-agers to-day grow up with an alarming lack of supervision. Our teen-agers therefore ......"

"Nevertheless, American teen-agers to-day are happier than those of practically any other nation in the world. Because of their freedom, they develop both self-sufficiency and self-respect. Also ....."

1d) In the preceding practice exercise you noticed that the comparison was indicated at the beginning of the second paragraph with the signal word, nevertheless. Such words, then, are clues that a comparison is pending.

Example ------->

Practice ----->

2) After you have determined that the selection to be read contains a comparison, you can read to understand the comparison by following these steps.

2a) First, determine what the author is comparing. In doing so be certain to note the topic sentence.

2b) Then note the details concerning the similarities or the differences of the two things being compared. Often these details are preceded by signal words indicating whether or not the details are similarities or differences.

2c) Also, as you read the selection, determine what the main idea is. Usually, in such a selection the main idea is the comparison, and, therefore, is not easy to understand until you clearly understand the comparison.

What other skills have you studied concerning the main idea which you might use when you are reading a comparison?

Example---->

DIRECTIONS: Which of the following signal words indicate that a comparison and contrast is pending?

however,...
nevertheless,...
although...
and...
but...
therefore...
yet...
so...
when...
on the contrary,..
since...

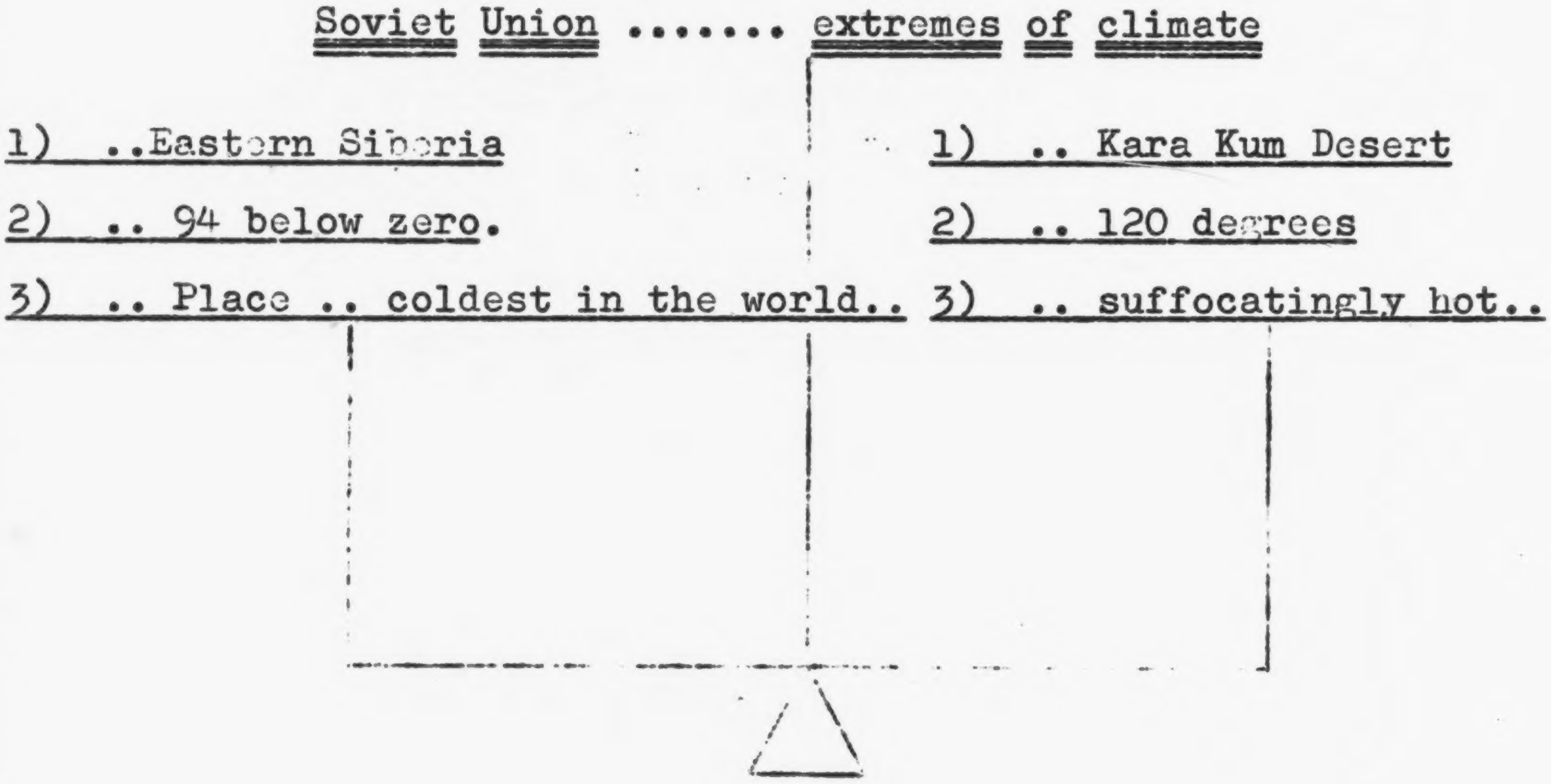
Can you think of any other words or phrases which might indicate a comparison or contrast?

<---------

DIRECTIONS: In the following selection the author has made a comparison to serve as an example of the main idea which is in the topic sentence. The signal words indicating the comparison are underlined once; the topic sentence is underlined twice.

Because the Soviet Union covers such a large area, it has great extremes of climate. In one place in eastern Siberia, the temperature has been recorded at 94 degrees below zero, Fahrenheit, making the place the coldest in the world. On the other hand, the Kara Kum Desert is suffocatingly hot; the temperature there in summertime frequently rises above 120 degrees.

DIRECTIONS: To help you understand a comparison, you can diagram it. The following is a diagram of the preceding selection. The triangle at the bottom is the symbol for a fulcrum representing a balance or scale. The details in the selection are listed on the diagram in two columns. All the details describing one of the two things being compared are listed on one side of the scale, and they are balanced off by the list of details in the second column describing the other thing in the comparison. The two things being compared are written on the top line. Because in this particular selection the topic sentence states the comparison, the key words of the topic sentence have been stated on the top line. The details in the two columns also are expressed by key words only.



Soviet Union .... extremes of climate

1) ..Eastern Siberia	1) .. Kara Kum Desert
2) .. 94 below zero.	2) .. 120 degrees
3) .. Place .. coldest in the world..	3) .. suffocatingly hot..

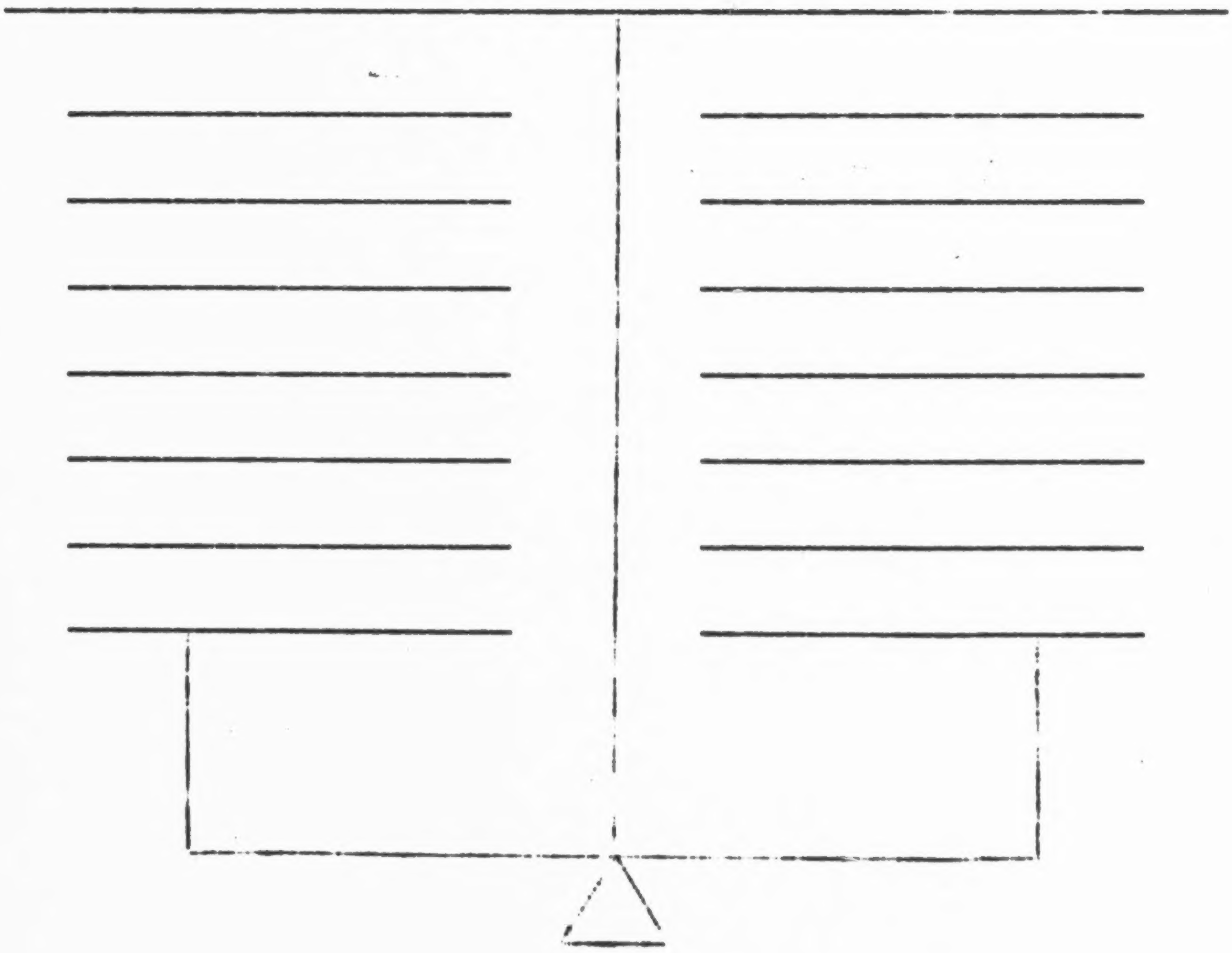
Practice:

DIRECTIONS: In the following selection note the differences in the forces which mold the face of the earth. What word tells you that the author is presenting a comparison? Underline this word once. Underline the topic sentence twice.

Nature is continually changing the face of the earth. The slow, steady motion of glaciers carves and tears away at the mountains. The wind, laden with dust, wears away rock. Rain trickling down the hillsides washes the loose earth to rivers and on to the sea. These forces carry material downward, slowly and constantly, and tend to flatten the face of the earth.

However, there are building forces at work as well. Tensions from the earth's internal pressures, from temperature changes, and from the earth's rotation cause bulges which form new mountain ranges. Volcanoes explode to form cone-shaped pinnacles. An earthquake may cause a crack in the earth's crust, one side of the crack slowly sliding above the other to form a range of cliffs hundreds of miles long. These forces, slowly and constantly, push material upward, adding new features to the earth's surface.

DIRECTIONS: Diagram this selection on the graph below. Express all details in the comparison with the key words only. Write the main idea on the first line and the details being compared opposite one another in the two columns.



3a) When writing a comparison, an author sometimes will present all the details about one thing in the comparison first; and then he will present all the comparative details about the second thing. An example would be the preceding practice exercise. In this selection details about the forces wearing down the features of the earth were presented in the first paragraph. Then the details about the forces building up the features of the earth were presented.

3b) Sometimes, however, the author will make his comparison of two things item by item rather than by presenting all the facts about one thing first. In such a selection the topic sentence will often state the two things being compared. Also, the author must use many signal words to weave the comparative details together. In reading such a selection, then, you should note the topic sentence for the things being compared, watch for signal words to note the comparative details, and, at the same time, build in your mind the main idea based on the comparison.

Example--------->

Practice-------->

DIRECTIONS: Read the following selection to note the similarities between Sir Walter Scott of England and James Fennimore Cooper of the United States. Underline the signal words once and the topic sentence twice. Note that the comparison of the two men is made item by item.

Literary historians often point out the similarities between Sir Walter Scott and James Fennimore Cooper. For one thing, both authors wrote fiction based on the histories of their own lands. These tales by both writers are very long, highly romantic and though written for adults are primarily read by young people today. Both were prolific writers, Scott being noted for his series of novels, The Waverly Novels, and Cooper for his series, the Leather Stocking Tales. Each was thirty-one at the time of his first publication. Both men were very popular as writers in their time, and their works are still studied by literary historians today. The two writers met once while Cooper was touring Europe. At that time the similarities of both their writing and their careers were pointed out to them. Neither man liked this idea very much.

Diagram this selection on notebook paper. Remember to list all sentences and phrases in key words only. What is the main idea behind this comparison?

3) The previous selection showed the similarities of two writers. The selection concerning the face of the earth was a comparison of the different forces which mold the earth.

A selection, of course, can present both similarities and differences concerning two things. When reading such a selection, you should look for the two things being compared, note their similarities and differences, and at the same time establish in your mind the main idea based on the comparison.

Example---------->

Practice--------->

DIRECTIONS: Note the similarities and differences between Elizabeth I and Elizabeth II of England. Underline the signal word once and the topic sentence twice.

Many subjects of Her Majesty, Queen Elizabeth II, like to point out the similarities between their present queen and those of the glorious Elizabeth I. For example, both as children had little expectation of coming to the throne. Elizabeth I had both a brother and a sister who would precede her to the throne, thus leaving little chance of her own accession. Elizabeth II had her dashing uncle, Edward VIII, to precede her; and certainly he would marry and have heirs of his own. Yet, both women became queen at the age of twenty-five.

The similarities end here, however. Elizabeth I was a tall, ugly, red-haired woman who never married. Yet, her reign marked the beginning of England's Golden Age. Elizabeth II, on the other hand, is very petite and beautiful with a handsome husband and family yet, in the opinion of many, England during her reign is slowly slipping from significance in world history.

Diagram this selection on notebook paper. What ideas does the comparison help to develop?

4) Often an author implies a comparison. For example, he may pretend to be telling a story about animals, but in reality he is talking about types of people. As you know, this kind of story is called a FABLE.

Example--------

Practice-------

DIRECTIONS: The following selection is a fable which you already know well. Although the story is supposedly about a tortoise and a hare, in reality the author is drawing a comparison between two types of people. How do tortoise-like people differ from hare-like people?

Once upon a time a hare was making fun of a tortoise because the tortoise could not run fast. The tortoise finally challenged the hare to a race. The hare thought this idea was very funny and asked all the other animals of the forest to come to watch the race. A road a mile long was chosen for the race track.

At the opening signal the hare, of course, almost immediately outdistanced the tortoise. In fact, the rabbit had not run very far before he decided to rest a bit and eat some of the luscious grass along the road. After his lunch, he took a nap.

The tortoise, meanwhile, kept moving at his ridiculously slow pace. As the afternoon wore on, he soon quietly passed the hare that was asleep at the side of the road. With the setting of the sun the hare awoke. As fast as he could, he dashed to the finish line -- but he was too late. The tortoise with his slow but steady pace had crossed the line and was receiving the congratulations of the laughing crowd.

What is the implied comparison in this story? What other fables do you know which have implied comparisons?

5) Often in order to give beauty or vividness of style an author will write an expression using words in an unusual or implied way. This kind of expression is called a FIGURE OF SPEECH.

5a) A figure of speech in which a comparison is stated is a SIMILE. Either of the two signal words like or as is present in a simile. Also, even though a simile is short, it has a main idea based on the comparison in it.

Example ------>

Practice ----->

DIRECTIONS: Read the following similes to note the comparisons in them. What is the main idea behind each comparison? Underline the signal words in each.

The rain pattered on the roof like the hoof beats of a thousand miniature reindeer.

The boy was as awkward as a new-born colt.

On notebook paper write some examples of your own.

<----------

5b) Sometimes a figure of speech might contain a comparison which is implied. In other words, one thing is compared to another by being spoken of as if it were that other thing. Such a figure of speech is called a METAPHOR. Because the comparison is implied, a metaphor has no signal word. Yet, a metaphor always has a main idea based on the comparison.

Example------>

Practice----->

DIRECTIONS: Read the following metaphors to note the comparisons in them. What is the main idea behind each comparison?

The skier skimmed his way over the hills, a white seagull commanding the crest of every white wave as he came to it.

The cold sun was a silver plate glowing through the mists over the Norwegian fjords.

On notebook paper write some examples of metaphors of your own.

5c) Another type of figure of speech which implies a comparison is a PERSONIFICATION. A personification is a figure of speech in which a thing, quality, or idea is represented as a person.

Example ------>

Practice------>

6) If an author is presenting a complicated or difficult idea, he will often explain it by presenting it in a more simple context and one which is familiar to the reader. Such a translation is called ANALOGY. For example, the old expression "You can't judge a person by his looks any more than you can judge a book by its cover" is an analogy. An analogy, then, is a comparison of two ways of expressing an idea.

6a) When reading to understand an analogy, you should attempt to understand the idea in its familiar context first.

6b) Next compare the familiar context to the unfamiliar context in an attempt to understand the idea which is being presented.

6c) Finally, after you understand the idea in its unfimiliar context, restate it in your own words.

Example------->

Practice------>

DIRECTIONS: Read the following personifications to note the comparisons in them. What is the main idea behind each comparison?

The great bells with their silver throats sang out the old hymn.

The moon smiled and the stars winked as George and Jennifer rowed off across the lake.

DIRECTIONS: On notebook paper write some examples of personification of your own.

<----------

DIRECTIONS: Read the following analogy to understand why increasing your vocabulary is important. In this selection words are compared to bricks and other building materials. What details about vocabulary are compared to details about bricks? Underline the signal words once and the topic sentence twice.

Probably the single most effective thing a high school student can do to increase his chances of success in college is to increase his vocabulary. After all, what is thinking but a stream of words passing through the mind? In a manner of speaking, words are like bricks. Just as the more bricks one has, the bigger house he can build, so the more words one knows, the bigger ideas he can have. Also, the more variety of bricks, stones and other building material one has, the more beautiful a house he can build; in like manner, the more variety of words one has in his vocabulary, the more interesting ideas he can conceive. Without vocabulary man's thinking would be as limited as that of animals.

Restate the main idea of this selection in your own words.

Read the following selection to note the comparisons between the theater of the Elizabethan and Shakespearean Ages and the theater of today. How do the play productions, behavior of the actors, and behavior of the audience differ? Are there any similarities? What other comparisons than those in the selection could you make between drama of Shakespeare's time and today?

Two Golden Eras of the Theater

Our crowded theaters with their quiet but expectant audiences reveal that many people enjoy a good play. Whether they are seated in expensive front row center seats, in the plush box seats or in the top row of the highest balcony each member of the audience anticipates the moment when the play will begin. Finally, the lights grow dim. Late-comers hurry to their seats. All eyes are on the huge, glowing curtain. Then a scene is unveiled, a scene with living people engaged in conversation. The impression is that a wall of a private room has disappeared with the audience now changed to eavesdroppers sitting in the dark. Quietly everyone listens to grasp the thread of events suddenly being exposed to them. As the narrative unfolds, the audience becomes more and more involved with the development of the story.

A major part of the artistry of acting is the ability of the actors to sense the degree of involvement from the audience. When there is laughter, the actors "freeze", literally stopping the play until the laughter has faded. If there is no laughter when there should be, if there is a "wave" of sleepiness and lethargy rolling in from "out front", the actors struggle with every shred of their sense of timing and wit to bring the play back to life. Then there are those moments of tense stillness. The play is casting its spell. The actors, now wizards, raise the play from a form of entertainment to an important living experience.

With the final curtain everyone returns to reality. The chracters of the play, now actors again, smile and take their bows. No longer reacting as a unit, the audience breaks up into little groups and files up the aisles to the exits. Yet, if the play was a sincere interpretation of life, everyone leaves a little bit wiser than what he was when he came.

Most Americans are proud of our present day theater; in fact, some believe that both the world-wide fame of Broadway along with the rapidly growing number of community theaters indicate that we are in a new golden era of the dramatic arts.

How can the theater of our day compare to the theater in a previous golden era during the time of Elizabeth I of England and of William Shakespeare?

The theater in those days was a popular form of recreation. The building, itself, was a strange structure in comparison to our theaters. The only seats were in three tiers of galleries along the walls where the well-to-do customers would sit. Only these seats had roofing over them, protecting their occupants from the weather. The stage itself, had two parts. The "outer stage" was a huge platform, longer than it was wide. It jutted out from the "inner stage", a small recess in one wall that could be hidden with a curtain. The "inner stage" was more in keeping with our stages today. There were no seats around the outer stage. In fact, it could be removed entirely for other amusements such as "bear-baiting" and "bull-baiting" exhibitions. Consequently, the area around the outer stage was called the pit where for the price of one penny, the poor theater-goers would stand, jostling and wrangling with one another for a more advantageous view of the play. Occasionally, a party of noblemen or gentlemen of great wealth would attend. Such worthy people dressed as gaudily as any performer. could not, of course, join the rabble in the pit, nor would they take seats in the boxes. The only place they deemed acceptable for themselves was to be seated on the stage itself on special stools brought out for their convenience. The appearance of such eminent people usually well-known, provoked derogatory "catcalls" from the pit, but seldom did any of these grand people mind the hostile greetings. Among this assorted crowd would walk vendors of fruits and other refreshments crying out their wares.

Because there was no curtain nor scenery the play would begin with a performer describing what the scene should be. Then the actors would appear reciting their lines. Often they would speak directly to the audience asking them for their attention or to apply their wits to important developments in the play. After the initial hush, the audience would immediately begin to react. Cheers or jeers from the pit greeted each dramatic episode; the "dandies" seated on the stage would ad lib at every opportunity to show off their own cleverness. During the scenes of fights or battles, any one in his excitement might jump to the stage with a drawn sword. On the other hand, the members of this unruly crowd were quick to demand silence of one another when the mood of the scene was powerful enough to control them as they surrendered their attentions to the powerful and melodious lines of Shakespeare.

Humanity has changed very little since those days. Although materially mankind has made important progress, we are still plagued with the same emotional and spiritual problems as those of people in Elizabethan England. From a good play as well as good literature in general we gain insight into these problems. Undoubtedly, after the closing lines of a play in Shakespeare's day, the audience went home with a better understanding of their own life and times just as present day audiences find deeper meanings of life through drama today.

1. According to the selection, what is the main difference between the theater of the Elizabethan and Shakespearean Ages and the theater of today?

2. What other comparisons, both similarities and differences, are made between the two theaters?

3. Are the comparisons made point by point or by presenting all the facts about one thing first? Which of these procedures seems more effective in this selection?

4. Suggest other comparisons that could be made. Add any other information about the theater of Elizabethan England and the theater of today.

Suggestions for

TEACHING FOR THE PURPOSE OF READING FOR CAUSE AND EFFECT

Objective: To understand the author's meaning through his use of cause and effect

---

I. Readiness for Cause and Effect

High school freshmen are well acquainted with the learning activities which require finding answers to questions and problems. Few students, however, see these activities as gaining understanding of causes and their effects. Before learning to read for the purpose of cause and effect, the students should first become acquainted with the concept that there are usually results from each cause and reasons for each effect.

For example, the teacher might begin a discussion on the kind of day it is. Then he might ask why the particular kind of weather for the day is occurring. Students with some background in science or those who have heard an explanatory weather broadcast such as that of Harry Volkman or P. J. Hoff might be able to tell the remainder of the class the "cause" for the current weather.

The discussion can then be raised to a more abstract level with the teacher's asking for an identification of the kind of thought process or problem-solving technique the class has been discussing. With guidance from the teacher the class can identify the process as "finding reasons and results" or "finding causes and effects".

II. Introduction of Cause and Effect

When introducing the reading techniques for this purpose, the teacher can begin by having the students read silently the selection on How to Read for Cause and Effect. At the discretion of the teacher the reading might be interrupted for discussion of the concepts being presented. The students should be given questions before they read to guide their thinking and after they read to evaluate their reading.

Upon completion of this selection, the students can begin reading the worksheets. Again all reading should be done silently and guided by questioning both before and after the reading. The questions on the worksheet can be used.

The students should read the selections silently. The discussion concerning the selections should primarily be concerned with the comprehension of ideas because the students by now should be alert to key words and topic sentences so that they need only be mentioned.

III. Transfer of Application of Cause and Effect

The reading skills developed for cause and effect as well as for any other purpose have little value unless the students transfer the use of these skills to other study materials. Experimental teachers, therefore, should encourage the students to use these skills whenever a selection containing a cause and effect relationship is encountered.

IV. Summary and Evaluation

Again a quick review should be conducted at the end of each class period of all the concepts covered during the hour. Such a review is an important reinforcement in the learning situation.

V. Assignments

Any reading assignment in English should be preceded by judicious questions which will direct the student to read for whatever purposes will serve him best in understanding the assignment. Such questions also will encourage a student to determine his own purposes for reading other assignments whenever he is able to do so. This kind of training, then, will help the student to develop more efficient reading habits for all of his studies.

HOW TO READ FOR CAUSE AND EFFECT

Probably one of the most frequent questions any of us asks when we are young is "why?" Why does the sun come up? Why do the stars shine at night? Almost any intelligent child knows that he must understand the reasons for things if he is to succeed in life.

Intelligent young people and adults behave much the same way. Almost anyone with a good mind and much curiosity searches for the causes of things and for the effects of those causes. Perhaps the basic impetus behind civilization is that continuous question "Why?"

One of the most important ways to find the "why" of things is through reading. Authors present their ideas of phenomena in our universe by discussing the reasons or results of this phenomena or the causes and effects of those phenomena. To understand this kind of writing we read to understand cause and effect relationships.

The word relationship is an important part of this kind of reading. You remember that when you read to understand main idea and details, your basic task is to note the relationship of the details to the main idea; and when reading to understand sequence, your basic task is to note the time or place relationship of several things. Also, when you read to understand comparisons, your basic task is to note the relationship of two similar or dissimilar things. In reading to understand cause and effect relationships, your basic task is to note the relationship between the causes of something and the effects of those causes.

Authors present ideas or explanations through cause and effect relationships in at least four categories: a personality, a condition, an event or an idea. For example, the unhappiness of a person might be explained by the conditions of his homelife. A condition such as an epidemic in a community might be explained by a description of the poor sanitation facilities. An event such as the sinking of a luxury liner might be explained by a description of the faulty design of the ship. An idea might be explained by the author's pointing out the logical reasoning behind it. As with all the other relationships that we have studied, the author's intention in presenting ideas by means of cause and effect relationships is to develop a main idea. The reader, then, must make an effort to understand the relationship between the causes and the effects being presented if he is to understand completely the main idea.

There are several characteristics about a selection developed by a cause and effect relationship which distinguish it from similar relationships. For one thing, an author might present the causes first and then the effects of those causes;

or he might present the effects first and then the causes behind those effects. In either case, it is often difficult for the reader to identify the relationship in the selection as one of cause and effect until he has read all the details of one side of the relationship and has then begun to read the details of the other side. Also, a selection presenting a cause and effect relationship often leads to the stated main idea rather than beginning with it. In such a case as this, the topic sentence will usually come at the end and will not be especially useful to the reader as a clue that a cause and effect relationship is present.

Because of these two characteristics a cause and effect is difficult to identify until the reader has read most of it. Therefore, he tends not to apply specific reading skills for this kind of selection during the first reading. If the selection is complex, the reader's only alternative, then, is to read the selection twice. The first time he reads it, his purpose is to understand the main idea. Then after he is aware of the fact that he is reading a selection developed by a cause and effect relationship, he reads it again, using the specific reading skills for such a selection. This time he searches for a better understanding of the main idea through his closer observation of the cause and effect relationship which the author is presenting.

As with the other purposes which we have studied, there are signal words which can serve as clues to the reader that he is rea ing a selection developed by a cause and effect relationship. Such words and phrases as "because", "the reason is", "the result is " tell the reader he is reading causes and their effects. A reader, then should be alerted by these words so that he can read for the purpose of understanding a cause and effect relationship.

Sometimes an author presents only causes or only effects, leaving the reader to build in his own mind the other half of the relationship. For example, an author might describe a poorly run school and leave the reader to think about the effects this school will have on its students. Or an author might describe a well-trained dog, leaving the reader to think about the type of master which would cause the dog's good behavior. Reading a selection organized in this manner is called reading to understand an implied cause and effect relationship.

When reading for an implied cause and effect relationship, the reader must take care, however, not to let his thinking wander too far from the facts the writer is presenting. If the reader invents his own causes or effects in such an implication, he certainly is not guiding himself to a better understanding of the writer's ideas. To infer successfully, then, the reader must take special note of the details or facts being presented by the writer, so that his mind will not lose sight of the basic evidence on which the implication is being made.

On the other hand, an author writing a selection by means of a cause and effect relationship takes his ideas, of course, from his own experiences and judgment. Because he is a writer, however, a reader should not be misled into thinking that the writer's judgment is always valid. A good reader, then, should compare the ideas concerning causes and effects which he reads to his own thinking and experience or to that which he has read in other sources. This kind of reading not only will give the reader a clearer understanding of the ideas he is reading but will also protect him from the thinking of the author's which might be erroneous.

HOW TO READ FOR CAUSE AND EFFECT

Perhaps you have noticed that each of the purposes presented so far has been based on a relationship. For example, you have learned how to read to understand the relationship between main ideas and details, the relationship of items in a sequence, and the relationship of items being compared. In each case the author presents the relationship to develop a main idea.

Often a writer's main idea might be an explanation. He might want to explain why a person has a certain personality, why an event occurred, why a condition exists, or why a particular idea is true. An author might present a particular situation and the causes or reasons for it, or he might present a situation and the results or effects which the situation brought about. The author, then, is presenting his ideas through a relationship between a situation and its causes or a situation and its effects. Reading ideas developed by a presentation of the causes or the effects of a situation is called reading to understand CAUSE AND EFFECT.

Example____ >

Practice ____>

Name ______________________ Date_____

Teacher __________________ Per._____

DIRECTIONS: Read the following selection to note the causes which prompted Dickens to write his books and the effects of his writing in England.

About the middle of the nineteenth century, the upper-middle class of England began to be shocked by the description of dire poverty in the books of their favorite author, Charles Dickens. "Did such conditions really exist?" the readers asked of David Copperfield and Nicholas Nickelby. From his own personal experience, Dickens knew the plight of England's working class. One of his purposes in writing these books was to inform the English people of these unhappy conditions in their own land.

As a result of Dickens's books a great reform movement swept over England. Working conditions were improved; wages were raised; child labor was regulated, and efforts were begun to improve the conditions of the slums. Within his own life time Dickens saw improvements for the working classes brought about by his literary work.

Examples of ideas being developed through cause and effect relationships can be found in almost any kind of writing. An editorial in a daily paper might be developed this way; a character in fiction can be explained in such a manner; a scientific phenomenon readily lends itself to this kind of presentation.

What examples of cause and effect can you find in your own textbooks?

1). In developing an idea through a cause and effect relationship, an author might use other types of relationships such as those mentioned at the beginning of this lesson.

1a.) For example, he might use details about the causes of an event.

1b.) He might show a series of causes and effects with a cause producing an effect and that effect in turn, becomes a cause for still another effect. A series such as this would be an example of causes and effects in a sequential order.

1c.) Causes and effects might be in the form of a camparison. An examples of this kind of cause and effect will be given later in the lesson.

Example ——→

Practice ——→

DIRECTIONS: Read the following selection to note the sequence of causes and effects which drew nations into World War I.

In the late summer of 1914 after a forty-eight hour ultimatum, the Austrian Empire declared war on the small Balkan state of Serbia. Because Serbia was allied with the Russian Empire, Russia, in turn, declared war on Austria. The German Empire was allied with Austria. Therefore, Germany declared war on Serbia and Russia; and since Russia was allied with France, Germany declared war on France also. Immediately, Germany's armies started to Paris through Belgium. England who was allied with France and Belgium declared war on Germany and Austria and so World War I had begun.

What effects in this selection become causes for further effects? What is the main idea of this selection?

Examples of ideas being developed through cause and effect relationships can be found in almost any kind of writing. An editorial in a daily paper might be developed this way; a character in fiction can be explained in such a manner; a scientific phenomenon readily lends itself to this kind of presentation.

What examples of cause and effect can you find in your own textbooks?

1). In developing an idea through a cause and effect relationship, an author might use other types of relationships such as those mentioned at the beginning of this lesson.

1a.) For example, he might use details about the causes of an event.

1b.) He might show a series of causes and effects with a cause producing an effect and that effect in turn, becomes a cause for still another effect. A series such as this would be an example of causes and effects in a sequential order.

1c.) Causes and effects might be in the form of a camparison. An examples of this kind of cause and effect will be given later in the lesson.

Example ——→

Practice ——→

DIRECTIONS: Read the following selection to note the sequence of causes and effects which drew nations into World War I.

In the late summer of 1914 after a forty-eight hour ultimatum, the Austrian Empire declared war on the small Balkan state of Serbia. Because Serbia was allied with the Russian Empire, Russia, in turn, declared war on Austria. The German Empire was allied with Austria. Therefore, Germany declared war on Serbia and Russia; and since Russia was allied with France, Germany declared war on France also. Immediately, Germany's armies started to Paris through Belgium. England who was allied with France and Belgium declared war on Germany and Austria and so World War I had begun.

What effects in this selection become causes for further effects? What is the main idea of this selection?

2). Often it is difficult to determine that the idea of a selection has been developed by a cause and effect relationship.

2a). One of the reasons for this difficulty is that sometimes a writer will present all of the causes before he presents any effects. The reader, then, seldom becomes aware of a cause and effect relationship in the selection until he encounters the effects later in the selection.

Example________.

Practice_______→

2b). Sometimes a writer will present all the effects before he presents the causes.

Example_______.

Practice______→

DIRECTIONS: The following are beginnings of two paragraphs in which the author wants to show the causes before he shows the effects. Is there any clue in the opening sentences of the first paragraph which might indicate that the idea of the selection will be developed by a cause and effect relationship? Is there anything at the beginning of the second paragraph which might be a clue? What details might be added to complete both paragraphs?

Americans today live under too much pressure. For one thing, we are extremely concerned about material possessions. A home today is not considered complete unless it has a modern stove, a dishwasher, an automatic clothes washer and dryer, and many other conveniences. The bread-winner for the household, then, must earn a large salary to meet the expenses. Also...

As a result, Americans are high-tensioned people. Records show that we have in this country a higher incidence of heart trouble than any other country in the world. Other conditions brought about by our modern day tensions are ...

←————

DIRECTIONS: The following are beginnings of two paragraphs in a selection in which the author wants to show the effects before he shows the causes. Is there a clue in the opening sentences of the first paragraph indicating that the writer may develop his idea through a cause and effect relationship? Is there a clue in the second paragraph? What details might be added to complete both paragraphs to enhance the cause and effect relationship?

2c). You remember from the study of reading for other purposes that the topic sentence often serves as a clue to the kind of relationship by which the main idea is being developed. Many times in a cause and effect relationship, however, the topic sentence comes at the end of the selection. In such a situation, then, when you begin a selection where the first sentence does not help you determine the kind of relationship in the selection, you can skim through the material until you find the topic sentence. This sentence might then give you an idea of the way in which the selection should be carefully read.

The average American today is very healthy. For one thing, his life span continues to increase. Also, his average height is constantly becoming greater. Along with this evidence, current athletic records show that ...

There are many reasons for the average American's physical well-being. For one thing, science has eliminated many deadly and crippling diseases. Also, because of agricultural advances, food is both nourishing and plentiful. Another factor is ...

Example →

DIRECTIONS: Skim the following selection to note at what point you discover you are reading an idea developed by a cause and effect relationship. Then read the selection carefully for the main idea developed by cause and effect.

For one thing, Jane stayed up too late at night. Most of the tim she seldom got to bed before three or four in the morning. Also, she did not eat properly. On particularly exciting days her meals were nothing more than sandwiches and coke. Besides she played too hard. Her sole purpose all that summer was to pursue fun. No wonder she had a breakdown just as school opened that fall.

Practice →

DIRECTIONS: Find in your own textbooks a selection in which the topic sentence indicating a cause and effect development comes at the end.

3). There are occasions that a student knows before he reads that the selection to be studied contains a main idea based on a cause and effect relationship. In that case he knows ahead of time that in order to understand the main idea he must carefully note the causes and their effects.

3a). For example, ateacher in making assignments will give students questions or directions which are clues to a cause and effect relationship. Or, the student for his own purposes, might decide beforehand to search for causes and effects in his reading.

Example ______

Practice

3b). Sometimes rather than presenting all the causes before the effects or all the effects before the causes, an author will present one cause and its effect and then another cause and effect and still another. In this case the reader sees almost immediately that the main idea of the selection is based on a cause and effect relationship.

Example ______________

Practice ____________

DIRECTIONS: The following are examples of assignments. Check those which would require a searching for a cause and effect relationship in the lesson. One has already been checked to serve as an example.

"Tomorrow read from page 37 to 48."

X "For Tuesday find the reasons for the War of 1812."

"Finish Chapter 14 by the end of the week."

"Read to find why David Copperfield was happy with the MacCombers."

"Study Chapter 12 which is about the newest scientific vaccines

←

DIRECTIONS: Note the series of causes and effects in the following selection. What is the main idea of this selection?

From his mother he inherited his gentle dispostion. From his father he learned perseverence. His oldest brother taught him self-respect, and his sister showed him the value of consideration for other. Yet it was his grandfather who taught him his love of wisdom, for the two of them would often talk of weighty matters late into the night.

DIRECTIONS: Find a selection with this type of cause and effect in your textbooks.

3c). Titles, headings, subheadings, and other visual aids might indicate a cause and effect relationship.

Example__________

Practice__________

3d). Signal words sometimes are clues that a cause and effect relationship is being used by the writer to develop his idea.

Example __________

Practice __________

3e). Often a selection of this type begins with a topic sentence which indicates that the main idea could be developed by a cause and effect relationship. In this case the topic sentence can serve as a clue for cause and effect.

Example __________

Practice __________

DIRECTIONS: In the following list of titles, check those which indicate that main ideas are being developed by a cause and effect relationship. One title has already been checked to serve as an example.

X The Reasons for the Renaissance

Why Did Castro Succeed?

The Tragedy of China

The Grizzly: America's Most Dangerous Animal

New Cars for 1964

DIRECTIONS: Which of the following signal words indicate that a selection based on a cause and effect relationship is being presented? One has already been checked to serve as an example.

X the reason is...

therefore...

and so ...

however ...

yet...

as a result...

consequently...

on the other hand ...

next ...

since...

DIRECTIONS: In the following list of topic sentences, check those which indicate that a cause and effect relationship can be expected. One has already been checked for an example.

X Historians still debate today about the reasons for the decline of Rome.

Scientists still know very little about life in the depths of our oceans.

There is definite evidence today that life exists on other plane

4). Reading to understand main idea developed by cause and effect relationships requires a great deal of work and thought. We have already pointed out the advantage of skimming such a selection first when the cause and effect relationship is not immediately apparent. After skimming, the reader then proceeds to read the selection very carefully. Sometimes if the main idea in such a selection is particularly difficult to understand, the reader may have to read back and forth. In other words, he may read a cause, then the effect, then reread the cause in order to broaden his understanding, then reread the effect for the same reason.

Because reading cause and effect relationships can be difficult, they usually require more time to read than selections of other types. The reader, then, when reading to understand the causes and effects must determine beforehand that his rate of reading will be slow in order to comprehend the author's ideas.

Once a selection with a cause and effect relationship has been identified, it may be read in the following way:

4a). You can begin by noting whether the causes or the effects in the relationship come first. After you have determined the cause or the effect the author is presenting, note the details.

4b). Next, note the other half of the relationship which the author is presenting and the details concerning it.

4c). As you note the causes and the effects and their details, you should look for the main idea being developed. If you ask yourself why the author is developing a selection by means of a cause and effect relationship, you can direct your mind to the main idea he is presenting. If you need to, you should reread the selection to tie the causes and effects together so that you understand the main idea.

4d). When an author presents a main idea by a cause and effect relationship, he, of course, bases his thinking on his own experience and judgment. Yet, an author's thinking may not be valid. It is particularly important, therefore, that you, the reader, also apply your experience and judgment to that which the author is saying. You have probably noticed in your reading before that you often compare the author's ideas to those you have read in other sources; or, that you compare his ideas to those you have gained from our own experience and judgment.

Example ⟶

Practice ⟶

DIRECTIONS: Read the following selection to understand one explanation for the last ice age. What else have you read about glaciers which might support or contradict the idea in this selection?

Some scientists now believe the reason for the last ice age was that the northern hemisphere became too warm. This warmth melted the ice cover from the Arctic Ocean, allowing the sun to draw great clouds of moisture into the frigid northern atmosphere. The moisture, in turn, fell as snow across Canada and the northern part of the United States. So much snow fell during the long northern winters that it could not entirely disappear during the summers. Slowly, more and more snow accumulated until there was a huge shield of it two miles thick. By its own weight, this layer of ice began to press south until it covered a large portion of our nation. For many centuries this layer of ice remained upon the face of the Northern Hemispher

5). A selection with a main idea developed by a cause and effect relationship can be diagrammed. Diagramming such a selection will help you understand the main idea which the author is presenting. As you can note from the example below, the diagram consists of two main parts. In the first part, the causes and details relating to these causes are stated. In the second part, the effects and the details concerning them are stated. The arrow in the middle indicates the relationship between the causes and the effects. The main idea being developed by the cause and effect relationship is written on the bottom line to indicate that the main idea was developed by this type of relationship. To save space and time only the key words of the details are written rather than the complete statements.

Example:

The selection about the cause of glaciers is diagrammed below. Note that in this selection the effects have a sequential order as was discussed under lb.

CAUSE: Reason for ... last ice age ... Northern Hemisphere... too warm.

↕

EFFECTS: (1) Warmth melted ice ... from ... Arctic Ocean
(2) ...allowing sun... draw... moisture...into frigid atmosphere.
(3) ...moisture...fell as snow.
(4) ...snow did not...diasappear during...summer
(5) ...Canada covered...ice two miles thick.
(6) ...press(ed) south...covered large portion
(7) ...remained...for centuries...

|

MAIN IDEA: The reason for the last ice age

Practice:

DIRECTIONS: The following selection is a continuation of the one you have just read. Read this selection to note the reason that glaciers of the last ice age finally retreated. Then diagram the selection by filling in as best you can the pattern below.

With two-thirds of the northern hemisphere locked under a great layer of ice, the northern end of the world was extremely cold. Consequently, the Arctic Ocean froze. The sun, therefore, could no longer evaporate vast quantities of moisture off the surface of the Arctic Ocean. Less snow fell during the winters, giving the heat of the brief northern summers an opportunity to melt the great shelf of ice. Slowly through the centuries the ice retreated. Nothing today of the ice remains except for the polar ice cap in Greenland and the glaciers caught in the mountain peaks of Canada, Alaska, and the Northern Rockies of the United States.

CAUSE: ____

↑

EFFECTS (1) ______________________________________

(2) ______________________________________

(3) ______________________________________

(4) ______________________________________

(5) ______________________________________

|

MAIN IDEA: ____________________________

6). Sometimes in such classes as history you will hear the term immediate cause or immediate effect. An immediate cause or effect often is the "last straw" in a series of causes and effects. For example, the assassination of the Archduke Francis Ferdinand in 1914 was the immediate cause for World War I. Yet, this episode was only the spark which set off the war. There were many causes of long standing such as secret alliances and nationalistic hatreds which had existed for many years before the assassination. These causes and effects of long standing are usally called long range causes and effects.

DIRECTIONS: Read again the first practice selection in this lesson concerning the writing of Charles Dickens. What is the immediate cause and effect relationship in that selection? What is the long range cause and effect?

Example ———→

Practice ———→

←————

7). In a selection developed by a cause and effect relationship, either the causes or the effects can be implied.

7a). Sometimes an author will present only the causes, and will leave to the reader the task of determining in his own mind what the effects will be. The reader, therefore, may relate the causes in the selection to similar causes and their effects which he has encountered in his other reading or in his own experience.

When reading for an implied cause and effect relationship, it is important, however, that the reader does not rely too much on his own opinions and imagination. He must be certain to base his thinking upon the evidence the author is presenting.

Example———→

Practice———→

DIRECTIONS: Read the following selection to determine in your own mind what effect You think Miss Biddle's training will have on her niece. Be sure to base your opinions on evidence in the selection.

When she realized that there was no escaping the fact that her sister's only daughter would now live with her, Miss Biddle wasted no more time worrying about the matter. She knew exactly how she would handle this fourteen-year-old child. Foremost in Miss Biddle's mind was her determination to teach the child orderliness. A general schedule would be drawn up to regulate the normal events of the day. Rising in the morning, retiring at night, the sitting down for meals all would be at definite times, and absolute punctuality would be insisted upon. Any special occasions must be worked into the schedule without interfering with its basic structure.

7b). Sometimes an author will present only the effects, leaving the reader the task of determining in his own mind what the causes of these effectsmight be. To do this, the reader may relate the effects presented in the selection which he is reading to similar effects and their causes which he has encountered in other reading materials or in his own experience.

Again, however, the reader must take care to base his thinking on the evidence which the author is presenting.

Example________→

Practice________→

No little girl nonsense would be tolerated. No time-wasting on silly parties, social gatherings, or giggling over the telephone would be allowed.

If a breach in the following of the schedule did occur, there should be a specific punishment for each kind of misdemeanor. There must be a prescribed time set aside in the schedule, apsecial time of day, perhaps, along with all the other basic activities for these punishments. Of course, if no punishment were deserving, some pleasant activity for that particular time would be substituted. After all, there was no gainful purpose in being severe with the girl.

What do you think the effects of Miss Biddle's training would have on a young girl?

←————————————

DIRECTIONS: Read the following selection to determine in your mind what the causes might be which influenced the personality of George.

It didn't matter to me who served first. George had suggested that we volley for serve and twice in a row I won the volley; yet, each time he had an excuse for his losing the point. The first time he said he had something in his eye; the next time he said he stumbled on something. He won the third volley and so won the serve for the first game. He seemed very nervous. I don't know why.

George was a good tennis player. I knew right away that he might beat me. It wasn't long before he was two games ahead. Once during the second game one of his returns was outside the line by about an inch; but when I called that to his attention, he said I

7c). As was mentioned under 1c sometimes a comparison might be used in developing ideas through a cause and effect relationship. Often in a selection of this nature it is difficult to determine which of the two parts of the relationship is the cause and which is the effect. In such a selection as this, then, the reader must determine for himself which is the cause and which is the effect from the author's implication.

Example ________

Practice ________→

was certainly wrong. I let the matter drop. I didn't care.

Meanwhile, the more points George got ahead of me, the more nervous he become. Finally, he was so jittery, that his game began to be affected. He drove one ball into the net. Another which should have been an easy return, he hit so hard that it went way out of bounds. I wasn't ahead of him yet, but I was catching up fast.

Suddenly, he missed a ball, a really hard shot which even Bill Tilden would never have returned. But the miss was too much for George. With a cry of rage, he threw his racket over the fence. Then he fell to the ground screaming that I was a lout and a cheat. That was enough for me. I picked up my things and went home.

Judging from the evidence in the story what circumstances in George's background might cause him to act the way he did?

DIRECTIONS: Read the following selection to determine the cause and effect of the quarrel.

Everyone was very much surprised to learn that Betty and Jane were no longer friends. As a matter of fact, they no longer even spoke to one another. Betty was spending much more time with her studies now and claimed that Jane's influence made her nervous. Jane, on the other hand, had suddenly become quite a party girl and claimed that she now found Betty boring beyond the wildest imagination. Yet both of them seemed very lonely at times and apparently longed for their former, happy relationship.

Read the selection to understand the reasons for success. Which reason is given the most emphasis? Why?

The Reasons For Success

Often the basis of conversation for high school students is the question, "What do you plan to do when you finish school?" In our complex world the choice of one's career after the completion of his formal education is almost limitless. At the present time such fields as science, engineering, medicine, and business offer many opportunities for wealth, fame, and self-contentment.

Unfortunately, however, success in one's chosen field can be difficult to achieve. If only the secrets behind success could be better understood, if only the magic formula could be spelled out, -- then one would need only to follow the rules until he fulfilled his achievements and dreams.

Perhaps an examination of the kinds of people who are successful would reveal clues to factors related to success. For example, many important people today inherited their wealth, prestige, or famous "name". Statistics show that many successful people, today, are the children of equally successful parents. Yet, there are too many "self-made" men and women in this country for the theory of inheritance to be the only secret of success.

Most people accept the fact that hard work and persistence are important factors in success. Certainly those people who are called successful belabor the point of how very hard they had to work before they achieved their goals. Yet, there are those who have worked equally hard and with the same degree of persistence and, nevertheless, have failed in the accomplishment of their professional dreams. Hard work and persistence, then, in themselves, are not the only elements of success.

Few people doubt that education or training is an important factor in the achievement of professional success. Because our complex society today requires the services of specialists, people who are prepared to work in specialized fields will, in most cases, have a great advantage over those without training. Yet, again there are many people without education or training who have achieved enviable positions in their professions. Although education, then, is another important element, it is not solely responsible for success.

Is intelligence a factor in success? Investigations show that successful people tend to be intelligent. Yet, one is supposedly born with his intelligence. If this idea is true, then there is very little that one can do to help himself so far as intelligence is concerned; and we are interested only in those factors of success which can be cultivated. Besides, since intelligent people are not successful, intelligence cannot be considered the only significant factor.

Most of the reasons for professional success presented so far are certainly not new to anyone who has thought about the matter. Yet, there is another factor which is always considered as a reason for success. The results of these investigations have revealed that a characteristic held in common by most successful people is a well-developed vocabulary. The vocabularies of successful men born with the so-called "silver spoon in their mouths" tend to be equal to those who earned their fortunes the hard way. The vocabularies of highly-educated business executives tend to be equal to the vocabularies of those who were educated only by the "college of hard knocks". An extensive and rich vocabulary then, may be a very important part of the secret of success.

Why does a person with a particularly rich vocabulary tend to succeed better than one who is not so happily endowed?

There are at least two answers to this question. First of all, the human being thinks with words. Words are the brick and mortar of his ideas. When a man is thinking -- reasoning -- he is sending a stream of words through his mind. Naturally, then, the more words he knows, the more able he is to think and to create bigger and better ideas.

Also, it is by vocabulary that mankind communicates. A magnificent idea is of little value if its creator cannot transmit it to his fellow human beings. Therefore, the better vocabulary a man has, the better he can transmit through speech and writing his ideas to the world. Besides, an idea is seldom the work of just one mind. Through the inter-exchange of words an idea must pass through several minds before it achieves great importance. This exchange rests on the quality of the vocabularies of those people involved. If the idea resulting from the exchange of words among these people becomes important, the people, themselves, are successful.

Certainly, the cultivation of a good vocabulary is no guarantee for professional success; yet, so far, investigations have determined that a good vocabulary is one factor of success which until recently has seldom been considered to be significant.

1. Which reason for success is given the most emphasis? Do you agree with the author that this reason is most important? Why or why not?

2. Are there any reasons for success other than those in this selection that you feel are important?

3. What other benefits, in addition to success, may result from the reasons given in this selection?

4. In this selection, many of the ideas are developed by using some of the other purposes you have studied. What purposes are used? Identify the parts of the selection that are written according to these purposes.

Suggestions for
TEACHING FOR THE PURPOSE OF READING FOR SENSORY IMAGERY

Objective: To understand the author's ideas through the use of sensory imagery.

I. Readiness for Sensory Imagery

One of the primary purposes for reading is for enjoyment. This particular lesson is to introduce some of the ways one can read for enjoyment through the understanding of sensory imagery.

Reading for sensory imagery may be introduced in the following way. In the Reader's Digest, February, 1964, particularly artistic pictures of scenes from nature are presented on pages 99, 100, and 102. One can show such pictures to the class, asking the members to describe them as clearly as possible with a minimum of words. Responses which not only recreate the picture in imagination but also reproduce the emotional impact of the picture may be written on the board. After four or five good responses have been received, the teacher can then turn to page 45 of this issue and read to the class the brief poem and the other two descriptions under Winter Wonderland. He might ask the class for vivid descriptions of similar snow scenes. The teacher then can ask for the name of the literary device under discussion, a sensory image.

An examination of the meanings of the words, sensory image, is important. The students should see that sensory indicates impressions of the five senses: sight, hearing, taste, touch and smell. Students should see that image in this particular sense means a reproduction of a sensory experience in the imagination.

II. Introduction of Reading for Sensory Imagery

Because the primary purpose of reading ideas which contain examples of sensory imagery is enjoyment, the format of this unit has been changed. In lieu of worksheets, reading procedures which may be used for the purpose of understanding sensory imagery are described in a selection. It should be read silently by the students, followed by a discussion of the ideas being presented. Appropriate questions given by the teacher before the students read the selection will help them to read efficiently for the purpose.

III. Transfer of Skill to Class Assignments

Because poems and excerpts of prose in literature textbooks are artistically written, practice selections for this lesson are not included. Instead, the teacher can find many examples of sensory imagery from the regular curriculum materials for the class to read.

The students also might be encouraged to bring to class examples of effectively written sensory images which they may find in their reading; they might also be encouraged to write examples. Through such learning experiences, the students may develop a quicker understanding and a stronger appreciation for sensory imagery.

IV. Summary and Evaluation

Towards the end of each class session, the teachers should ask a few questions to evaluate the effectiveness of the instruction. Such a review not only enlightens the teachers concerning how well the students understand the lesson but also reinforces the learning that the students have acquired.

V. Assignments

Students should be alerted to sensory images in assignments when they are a significant aspect of the selection. Questions directing attention to sensory images in a literary selection before it is read will help to enrich both the students' comprehension and enjoyment of the author's ideas and style.

HOW TO READ TO ENJOY SENSORY IMAGERY

Everyone has moments of extreme pleasure or pain because of a scene, a sound, a taste, an odor, or a physical sensation. We can remember such an experience in our own memories; yet, when we try to describe it to someone else, we find difficulty recounting our experience in an effective way. Only an artistic person can tell of an experience with just the right words so that anyone reading the description can feel in his imagination the same sensation.

A skilled poet can bring to our minds a strongly-felt experience with just a few artistically chosen words, such as John Keats' poem, The Eve of St. Agnes. The story concerns two young lovers on the eve of the Feast of St. Agnes (January 20). Keats began the poem with a description of the cold winter night. Notice how Keats builds in your imagination the sensation of cold in the following opening lines.

> St. Agnes' Eve -- Ah, bitter chill it was!
> The owl, for all his feathers, was a-cold;
> The hare limped trembling through the frozen grass,
> And silent was the flock in woolly fold:

Can you see the image of the blinking owl, his feathers fluffed to keep out the cold? Can you see the sheep, huddled and quiet? The description of the hare is very well known because of the clear image it brings to mind. Writing which recreates sensations or images in the reader's imagination is called sensory imagery.

Sensory images are not limited to poetry. Read the following descriptive prose to sense the scene and the feelings which the author describes.

> Since mid-morning when the men had begun their march, they kept their heads bowed before the sun. So fierce was the hot white of the sky that even an upward glance might sear the faculty of sight from their eyes. At last the sun, now a bloody copper plate, was melting into the horizon. Perhaps soon its cruel heat would be relieved by the night.

We receive impressions of the physical world through our five senses: sight, hearing, touch, smell, and sound. Consequently, sensory images can be classified according to the senses that are being appealed to. Although the first two examples create vivid pictures in the imagination, primarily a physical sensation of touch is being described. Look at these examples again to determine the reason this is so. Then read the following xamples to note which sense in your imagination is being stimulated by each image.

1. With a partridge over his shoulder, the hunter entered the room, bringing with him the fragrance of pine and old leather.

2. A storm was blowing in from the East. Thunder clouds, growling and tumbling, blotted out the sun while the lake turned black as ink.

The ringing of the bells had a liquid sound, almost as if they were pealing in the depths of the sea.

4. The force of the wind gagged **him** with his own breath.

5. Hardly had his teeth broken the skin of the apple when its cider syrup flooded to the corners of his mouth.

Try your own hand at writing sensory images. Write them either as poetry or prose. Try to think of one appealing primarily to each of the five senses.

Another way to classify sensory images is according to their structure. Some, for example, are phrases, usually short and well expressed.

An example of a phrase: The silver lines of rain.

Others are structured as comparisons. When you studied comparisons, you encountered these kinds of sensory images.

You will remember, for instance, that a simile is a figure of speech where one thing is said to be *like* or *as* something else. The following is a sensory image structured as a simile from *Midsummer Night's Dream*.

"The moon was like a silver bow new bent".

Another figure of speech you will remember is a metaphor, an implied comparison where one thing is stated as being another thing. An example of a sensory image structured as a metaphor is as follows: The roses of her cheeks withered at his glance.

Write an example of a sensory image for each type according to structure.

Much lyrical poetry and prose is meant to be read aloud. Consequently, many writers attempt to add a quality to their sensory images with word sounds. One way of enriching a sensory image with sound is to repeat the beginning sounds of words in sequence. This kind of writing device is called an alliteration. Note the alliterations in the following lines. In order to hear the alliterations, read these images aloud.

At last, the silver slanting rain had ceased, and from the orchard came a freshened, fragrant breeze, bringing perfume from the drenched and dripping apple trees.

Re-write the images in the above lines, removing the alliterations. Read the changed images aloud. Is there now a quality lacking in them?

Some writers and poets when writing sensory images appealing primarily to the sense of sound attempt to use words which almost reproduce the sounds being described. Using words whose shounds suggest their meanings is called onomatopoeia. An example would be: The wind swished through the trees. An author who was particularly successful in using this device was Edgar Allen Poe. In the following lines, he not only describes the sound of bells but actually, by his choice of words, reproduces the sound of bells in the reader's imagination. Read the lines aloud to hear the bells as you read about them.

Hear the sledges with the bells,
Silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that oversprinkle
All the heavens seem to twinkle
With a crystalline delight

Keeping time, time, time,
In a sort of runic rhyme,
To the tintinnabulation that so musically wells
From the bells, bells, bells, bells,
Bells, bells, bells--
From the jingling and the tinkling of the bells.

As you can see, in these lines Poe does everything he can to reproduce the sound of sleigh bells. He chooses words such as "tinkle" which sound like sleigh bells; he repeats words to represent the repetition of bell tones. He even manufactured a word for himself -- tintinnabulation -- which he built from the Latin word tintinabulum, meaning a bell. Why do you think he composed this word for his poem? What do you think it means?

Find a copy of Poe's The Bells and read it aloud to hear the sensory images in it. Note the examples of onomatopoeia.

HOW TO READ SENSORY IMAGERY

In order to read for understanding of the purposes you have studied so far such as for the main idea or ideas in sequential order, you have noticed, undoubtedly, that your main task has been to give yourself intelligent self-direction in your thinking as you read. This self-direction is important in reading to understand sensory images as well; but more important in order to appreciate sensory images is the use of your imagination. A sensory image appealing to the sense of sight should create a scene in your imagination. An image appealing to your mind's ear should actually produce in your imagination the sounds it describes. Remember when you read Keats' description of the cold evening, you not only saw the cold animals but also felt the cold in your own mind? As you can see, in order to read sensory images effectively you must give your imagination full sway.

The recreating of a sensory image with your imagination will not give you enjoyment unless you allow your emotions to react as well. In his description of the march under a hot sun, the author wanted not only to describe the physical sights and sensations being experienced but also to depict the horror of the situation as well. He hopes as you read this piece that you will not only feel the heat but experience vicariously the sensations of the marching men. One of the greatest pleasures in reading is the emotional reaction to experiences in print. Reading material that contains sensory images is an example of this kind of reading.

Almost all sensory images have implied ideas behind them. In fact, sometimes the stated idea in the image can be ridiculous although the image or sensation produced by the use of the fact can be valid.

In the following lines there is a simile which is almost meaningless unless it is read with imagination and emotions.

The morning sun from behind the blinds
Whined like a nagging puppy

What conditons would make a sunrise seem like a bothersome puppy? Think about it a minute and then try to describe such a morning in your own words to your classmates.

Here is another example of sensory image which is extremely abstract. Literally speaking the author seems to see himself as a great bird. Using your imagination and emotions, try to sense what the author means by this metaphor.

> My last days I'll spend with my beak and my claws
> slashing the blue enamel of the heavens.

Does the author of these lines see himself as happy or lonely? Does he see himself as kind or cruel?

The images and sensations in sensory images, then, must be read not only with thoughtfulness but also with feeling. Often the appeal to the senses is far adrift from the literal meaning. However, an author does not use sensory imagery primarily to tell you something. His aim is to appeal to your senses. By this appeal he hopes to give you not only an understanding of what he is saying but enjoyment through his work as well.

Suggestion for
TEACHING FOR THE PURPOSE OF READING FOR CHARACTERIZATION

Objective: To understand the author's meaning through the use characterization.

I. Readiness for Characterization

The teaching of reading for characterization might begin with a discussion of famous characters in literature. Several members of the class can be asked to name an interesting character in literature and to explain the reasons for their choices. The discussion might be continued with the idea that characterization in good writing provides one of the greatest pleasures in reading. The purpose of this lesson, the, will be to increase the students' understanding of characterization and therefore add to their reading pleasure.

II. Introduction of Reading for Characterization

Again because this purpose is primarily one for pleasure rather than one for study-type reading, worksheets have not been prepared. Instead, an essay-type selection has been written in which the skills for reading characterization are discussed. The teacher at his discretion should divide this selection into meaningful parts or units. The students should read each part silently with guiding questions given by the teacher before the reading. Evaluation questions from the teacher should be asked after the reading. Some questions have been included in the selection to stimulate this discussion.

III. Transfer of Application of Characterization

For continued practice in the specific techniques of reading to interpret characterization, the class might review the characters in different selections from literature which have already been studied during the current school year. Then, characters in literary selections yet to be studied can be read by the application of the techniques presented in this lesson.

IV. Summary and Evaluation

It is very important that the teacher ask questions at the end of each class period to gain an informal evaluation of of the progress made during the lesson. Such a review, of course, also reinforces the concepts which the students have acquired.

V. Assignments

Setting the purpose for every reading assignment is an easy, yet important, teaching procedure. This kind of direction will enhance the student's pleasure and understanding of his reading.

READING TO INTERPRET CHARACTERIZATION

When you are introduced to someone, the first thing you may notice about him is his appearance. You probably note his size, his appearance, his manner of dress. You also note what he says and the manner in which he speaks. You may think about whether or not his ideas are interesting or sensible. Through your attention to these details, your acquaintanceship with this new person becomes established.

An acquaintanceship with a character in a story or book develops very much the same way. As you read a description of a character -- what he says, and what he thinks -- you put together all these ideas in your imagination until the character almost becomes a real person. After you have finished reading a book in which there is a well-portrayed character, you might feel as if you have said "good-bye" to a friend. Undoubtedly, one of the most satisfying experiences gained through reading is the friendship you make with the interesting people in print. Reading for characterization with greater understanding and appreciation, then, will magnify for you one of the greatest pleasures reading can give.

In general, a character in a story is revealed as he contends with great problems or events. This conflict through which a character is revealed is often classified according to one of three types: man versus man, a struggle of one man against another; man versus nature, a struggle of man against his own conscience. Usually the author's purpose for portraying a character in conflict is not only to entertain you but also to help you understand other people and yourself.

Specifically, the author has three methods by which he can portray a character. These methods are a description of a character, a presentation of a character's dialogue and a presentation of a character's thoughts. Read the following selection to see how the character is portrayed by description. As you read the selection, note the character's chief traits.

Selection I

Perhaps through no fault of his own George was the biggest bore one could ever hope to meet. He always smiled, regardless of how he was treated, with never so much as an occasional refreshing scowl. When spoken to, he usually had very little to say in return although he always agreed pleasantly with whatever he heard. Invariably, he was the first to rise when ladies entered the room; and when everyone left, he insisted on being the last to pass

Selection I (cont.)

> through the door. If only once -- just once — he would contradict someone, raise his voice, or punch someone in the nose, he might have been more interesting!

As you can see, the character of George is portrayed in this selection by means of a description. When using this method, the author can tell the reader such items as the character's name, the appearance of his face and body, his habitual posture, his habitual expression, his clothes, his surroundings, his occupation, and background. Details concerning any one of these items can tell the reader a great deal about the character. For instance, you might wonder what a name can reveal; yet, how different in your imagination is a character named P. Cuthbert Eggleston, III, to another named Joe! You might wonder what a description of someone's surroundings would tell you about his character; yet, do you not judge people somewhat by the place where they live?

Without saying his name, in two or three sentences make an oral characterization by description of someone everyone knows. See if your classmates can guess whom you are characterizing.

The method of portraying characterization by description can be subdivided into three levels. These levels differ from one another according to a degree of complexity. The lowest of the three levels is narration; the second is exposition; and the highest level is analysis.

Example of Narration

> Joe was six feet tall, with raven black hair and blue eyes. His manner was polite and the sound of his voice was always pleasant. Because of his love for sports he was very husky; yet, he was never pugnacious. His entire manner was one of gentleness and humility.

Notice that although this example describes Joe, it says very little that helps you understand him as a person.

When the author uses exposition, which is the second and more complex level, he includes items or details to explain to the reader the reasons for the actions, feelings, and thoughts of the characters. Read the following selection to note not only the character's feelings but also the reason for his feelings.

Example of Exposition

> Jim was nervous as he put his hand on the knob of the door. Once again he had no sales to report to his boss. For three months he had this job and had not earned one dime for the firm. He knew that his shyness prevented him from making sales. After all, seldom does anyone want to buy anything. A potential customer must almost be forced to buy under the influence of a strong-minded, smooth-talking salesman. But Jim was not this type of person at all!

In this example the reader is told that Jim is nervous because he cannot make a sale for his firm. The reader also is given some explanation for Jim's lack of success. Yet, to a perceptive reader, there arises the question of the reason for Jim's shyness. In the most complex level of description called analysis the reasons for Jim's shyness would be made clear to the reader. By the use of analysis the author explains the character's actions and feelings and presents the forces and influences of life that have affected him. Read the following example of analysis to see the powerful, natural influence which has molded the character that is being described.

Example of Analysis

> The girl was as wild as a bird. People on the road at sunrise would often see her running barefoot through the hills. Somewhere back in the high country there was an old grandmother who was her only family in a ramshackle cabin that suppesedly was the girl's home; but seldom was the girl seen there. Her real home was the hills which she loved. For friends she had the opposum, the coon, and the squirrel; the wind and the rocks were her toys. For food she had the nuts and wild fruit of the forest, and the evergreen trees sheltered her at night. The people there said she had never spent one day in school; but then, no one considered "book learning" to matter much in that country.

In this selection the writer uses character analysis to tell the reader more than the fact that the girl is wild because of neglect; the compelling influence of her environment upon her character.

In summary, then, description is one method of portraying characters. Of the three levels of description, the first, narration, gives facts about character; the second level, exposition, explains the character's thoughts and behavior; the third level, analysis, tells the reader of the forces and influences behind the character's thoughts and behavior.

Find examples of the three levels of description: narration, exposition, and analysis, in your short story books. See if other members of the class agree with your choices.

Selection II

> "Now I didn't say that. I definitely did not say that! You have misinterpreted me again. But then, of course, you never listen to me any way. Look at me when I talk to you!"
>
> He slapped his forehead with exasperation, then turned to her like an innocent and loving spaniel.
>
> "Will you ever --" she continued, "will you ever listen to me and do something my way? Will you just this one time do this one thing for me? That's all I ask."

As you can see, the woman's chief character trait, her unpleasant disposition, is made evident to you through her dialogue.

Authors like to use dialogue to portray characters because this method is usually very interesting to the reader. In addition, much can be learned about a character by the tone of his voice, by the tempo of his speech, by his choice of words, and by his facial expressions.

Of course, you cannot tell very much about a a character's manner of speaking just by a quotation of the words he is saying. The author must also tell you the manner and sound of the dialogue. This information is ppresented with "tags" which are added bits of narration following a quotation. For example, in the following line the tag is underlined: "I am going home!" said George, pouting.

What trait about the speaker can you see in each of the following sample dialogues? Note the use of "tags" in some of the samples.

1. "All right," she said gently. "That is perfectly all right with me."

2. "Well now-- well now, what I mean is --- I mean, well ---"

3. "What!" he roared. "Never! Absolutely, irrevocably, irrefutably no!"

4. "No," she said quietly. "I don't think so."

5. "O. K.," he said, shrugging his shoulders.

Examine some passages of dialogue in your short story books. What traits can you learn about the speakers through their speaking? What traits do you learn about by the speaker's choice of words?

The third method of portraying characters is by revealing their thoughts. Read the following example to note the chief traits of the woman being portrayed by this method.

Selection III

> I love this house. I love every crack in its walls, every creak in its dark places when it cools off at night. I love its rooms that fill with sun in the morning and the silence that drips from the ceiling and seeps from behind the drapes when the street finally empties in the late afternoon. In the evening I light my fire and have supper. Oh, I know I am alone and people think I'm queer-- I'm very sure of that -- and sometimes I am very sad and then I weep. But I am not unhappy for very long. My house wraps its arms around me and tells me things I understand. Sometimes it makes me laugh with memories. I was born in this house. Often I hear the happy chatter of a little girl who was myself. I will live here and love this house always.

In this selection you meet a lonely old lady who has nothing much left in her life but her house and the memories it contains. Through her train of thoughtthis characterization is portrayed.

In your short story books find examples of characters being portrayed by their thoughts.

In summary, then, there are three ways to portray characters: description, dialogue, and the character's thoughts. The first way, description, can be divided into three subdivisions: narration, exposition, and analysis. Most writers use the three methods interchangably in a literary work.

A writer can also portray a character by two approaches. One is the *direct* approach, in which the character is portrayed literally; that is, an author describes the character and leaves nothing for the reader to infer. In Selection I, for example, the author tells you directly that George is a bore and then gives evidence of that fact. In the examples of narration and exposition, the characters are also portrayed directly. In other words, the reader will probably accept what he is reading about these characters without looking for hidden implications about them.

The other approach is *indirect*. With this approach the author does not give the reader a literal discussion of the character. Instead, the reader is given clues through descriptions, dialogue, or character's thoughts from which he must assume what the character is like. The characterization, then, is implied. Reading to interpret characterization presented with the direct approach is similar to reading for an implied main idea.

You are not to be left with the impression, however, that an author rigorously chooses either the direct or indirect approach. Most authors use both approaches in the writing of characterizations.

Examine again Selection II on page 4. Discuss the type of character portrayed here. What is your evidence for your opinions? Also look again at the example of analysis on page 3. What traits of the girl are described? What traits are implied?

In the study of literature a student often encounters the word "symbol" or "symbolism". A symbol is something literal or concrete which represents an idea or ideal. For example, in algebra, **X** represents the answer to the problem. A red cross painted on a doorway represents a station where medical aid can be received. A flashing red light symbolizes the presence of danger.

Sometimes in literature a character might be a symbol of an idea, ideal or virtue. For example, the villain in an old-fashioned melodrama is a humorous symbol for cruelty and greed. Read the following selection to note the development of a character which is a serious symbol of some admirable traits of mankind.

Example of A Character Which Is A Symbol

He was a giant of a man with golden hair and flashing blue eyes. So massive were his hands, it seemed as if he could tear down mountains; and so muscular were his shoulders, he could, perhaps, endure the weight of the world. At his feet were his armor, a spear as long as the height of a tree, and a shield as bright as the sun. He was more than a warrior. He was strength. He was pride. He was almost a god!

Discuss the type of character portrayed here. What traits of the human race does this character symbolize? What details about his appearance imply an ideal? What might this character's name be?

On the other hand, most characterizations are of the type we have already discussed. With the portrayal of this type the author attempts to portray characters as individuals with distinct personalities. In fact if the characterization is well done, the person it portrays almost becomes an intimate acquaintance of the reader. Read the following selection to note the character traits of Mr. Peabody who is very much an individual.

Example Of A Character Who Is An Individual

Mr. Peabody ate very little during lunch. He seemed much more occupied with his nervous habit of pinching the skin on the back of his hands. When spoken to, he shifted nervously in his chair and usually cleared his throat before he gave a high-pitched reply. Nothing seemed to please him. He frowned at each course as it was put before him; his reactions to the chatter about him were winces and sighs. Twice when the music became loud, he actually leaned his narrow forehead in his hands as if the world about him were too outrageous to be endured.

Discuss the type of character portrayed here. What type of person is Mr. Peabody? How did he show his general attitude?

Whether the character is an individual or a symbol, however, he may go through some kind of personality or character change because of the experiences in the story. If the character is well portrayed, his gradual change should not be a surprise to the reader. Every well-written characterization has within it the "seeds" of the character's final triumph or failure.

Characterization is an important element in fiction, biography, drama, and narrative poetry. In long fiction and biography the three methods of characterization: description, dialogue, and character's thoughts, can be used interchangably. Also these literary forms allow for a thorough development of the characters by the author. Because of their brevity short stories and narrative poetry do not allow for a thorough development of characterization unless the emphasis in the story is upon the characters instead of the plot or setting. Drama, of course, is written to be seen rather than to be read. Characterization in this case, then, relies heavily on dialogue for a reader of a play. The dialogue and the actor's interpretation of the character he is performing portray the character for the audience of a play.

How to Read to Interpret Characterization

Many of the skills you have learned in reading for different purposes will also help you interpret characterization. For example, we have already mentioned that characterization is composed of clever, carefully-chosen details. The reader, then, should note these details. Some of these details are definite facts about a character. In the statement "George was a jolly, fat man" you begin to know George because of the two stated facts. Other details can serve as clues to a trait of a character such as his inner feelin s. In the line "George sighed, closed his eyes and slowly shook his head" the character's actions are clues to his frame of mind.

What skills in reading for details might help you understand characterization?

Also, in characterization the details describe some aspect of a character such as his chief trait or general personality. This trait or portrayal of personality is, then, similar to a main idea. The skills you have learned to help you understand main ideas, therefore, will help you to understand characterization.

What specific skills in reading to understand main idea might help you to read characterizations?

We have already explained that a character in good writing experiences growth or change in his personality. If the character is believable, this evolution of his development usually follows a logical sequence. The skills of reading for logical sequence, then, are helpful in understanding character growth.

What skills in reading to understand sequence will help you understand character growth?

One reading purpose which authors use a great deal to develop character is that of comparison. Through comparison an author can intensify whatever characteristics he wishes. For example, if the author wishes to portray a very pleasant character this character's good qualities can be emphasized if he is seen in interaction with another who is not pleasant. The comparison of the two tends to intensify the characteristics of each. Also a character might be compared with his environment. An example might be a very gentle lady in squalid or crude surroundings. Or, a character might have two outstanding traits, one in contrast to the other. For example, the character might have a rough appearance but a gentle temperament. Again the reaction of the reader is see each trait more vividly because of its comparison to the other.

What specific skill concerning reading to understand comparison will help you understand characterizations?

Finally, you remember that an author in portraying a character carefully presents adequate motivation for the character's thoughts and actions. In other words, the author gives the reader the causes for the character's behavior. The character's traits, then are the effects of these causes. Consequently, the purpose for reading to understand causes and effects is important when reading to interpret characterization.

What specific skills concerning reading for cause and effect will help you understand characteriztion?

There are some reading skills which are specifically important to the understanding of characterization. For example, a clever writer never presents all the traits of his characters at the beginning of the plot. In fact, as the story progresses a well-portrayed character goes through growth which reveals undisclosed sides of his nature. You, the reader, therefore, should withhold your final judgment of a character until you finish the story. Otherwise, your premature conclusions about the character may interfere with your understanding of his actions and his development.

At the same time, you should attempt to anticipate what the character's actions and reactions are going to be. Remember that every character in good writing has within him the "seeds" or clues leading to his outcome. From these clues you should attempt to anticipate what the character's outcome might be.

A good reader has in his mind one criterion by which he judges the quality of the characterization is reading. Because most characters in stories represent people in life, the characters should seem realistic. A skillful author is clever enough to portray "well-rounded" characters. In other words, well-portrayed characters have both good and bad traits just as we do. A poor writer tends to portray characters as either completely good or completely bad. You are familiar with poor television programs where the "good guys" always win over the "baddies". A good reader recognizes such weak portrayals when he encounters them in print. He might enjoy such reading matter, but he knows that this kind of writing can give him little understanding about life.

On the other hand, some characters are written for fantasy. In this case, the author has no intention of portraying a realistic character, but rather he has invented a type of person for the reader's amusement. The three spirits of Christmas in Charles Dickens' "A Christmas Carol" would be examples of this kind of character.

Characterization, then, can appeal to both your emotions and your intellect. Through a sharing of experiences vicariously with the characters you are reading about, you can feel the pleasure of excitement, happiness, and final triumph which the characters are encountering. At the same time, by reading characterization you have the pleasure of learning about life. Characterization can teach you specific actions and ideas of a person in in history, or it can teach you general understanding of all mankind. In either canse, you can gain these pleasures much more readily if you learn and practice the skills for reading to interpret characterization.

Suggestions for
TEACHING FOR THE PURPOSE OF READING FOR GENERALIZATIONS

Objective: To understand the author's meaning through his use of generalizations.

I. Readiness for Generalizations

If the class has already studied the unit on generalizations in the textbook, Guide to Modern English, a quick review of the concepts involved in the unit should be adequate background for this lesson.

If the class has not already studied this unit, reading for generalizations might be introduced as follows: the teacher makes a broad statement asking the students to suggest supporting facts. As example might be "The legal age for voting should be lowered to eighteen years in all states." After supporting facts have been suggested for two or three such statements, the class can be asked what a broad statement of this kind is called.

When the class has decided upon such a term as generalization or conclusion, the teacher can then ask for a specific definition of this term. The class can be directed to a definition such as the following: "A generalization or conclusion is a statement of the author's thoughts or opinions based on his observations and experiences."

Because a generalization is supported by facts, observations, or experiences, it can easily be confused with the main idea or central thought. Because of this confusion it is important for the teacher to point out that a generalization is more than a statement of a central thought. A generalization contains an expression of the author's opinion which he considers valid because of his interpretation of his facts. A main idea, on the other hand, does not contain this element of an opinion. Because of the confusion which will otherwise result, this difference between the two purposes should be made clear to the students before they read the material on the worksheet.

II. Introduction of Reading for Generalizations

Because the unit in the textbook can be used as an introduction to the concepts concerning generalizations, no special introductory selection has been prepared. If the students have not already studied the unit, they might read this chapter now. Again, this reading should be guided by questions from the teacher both before and after the reading.

After gaining the background from this unit, the students can read silently the material on the worksheets. The questions before and after each selection will help the students to understand the materials and will help the teacher to evaluate the understanding attained by the class. The teacher, of course, will want to supplement these questions with those of his own.

III. Transfer of Application of Generalizations

Three short selections have been prepared for practice in reading to understand generalizations. It is important for the students to recognize and practice reading generalizations in textbooks and other reading assignments. Through this kind of practice, the reading techniques for the understanding of generalizations will be strengthened.

IV. Summary and Evaluation

The teacher may end each class period with a few questions to evaluate how effectively the concepts and skills have been learned by the students. Such a review also re-enforces the learning which the class has experienced.

V. Assignments

A purpose for every reading assignment should be set before the students study their lessons. Consequently, students should be directed to look for generalizations in an assignment in which the author's ideas are presented as generalizations. When such a purpose is set for the students, they will gain a higher degree of understanding of their assignments than if they do not have a purpose for reading.

HOW TO READ TO UNDERSTAND GENERALIZATIONS

When your family buys a new car, you first notice several of its special features or innovations. After you have driven the car for a month or so, you become aware of those innovations which seem to add to the car's efficiency and those which do not seem to be very useful. From experiences with the new car you finally form an opinion of just how good the car is for your particular use. Forming an idea from the facts you read or the experiences you have is called making a generalization or drawing a conclusion.

An author often makes generalizations. When making a generalization, he usually first presents the facts. Then he states his conclusion or generalization based on these facts.

To read such an idea and its supporting facts is to read for the understanding of generalization.

Because a generalization is based on details, it can easily be confused with the main idea. You remember that to read for the main idea is to look for the central thought of the selection. This central thought, in turn, like a generalization is also constructed from the details. Yet, a generalization is more than a statement of the central thought. In a generalization, the author expresses an opinion or an idea which he thinks is valid because of his interpretation of the details. The reader may or may not agree with him.

Example______

Practice______

Name ____________________ Date________

Teacher _________________ Per.________

Read the following to note the details, the main idea (underlined) based on the details and the generalization (twice underlined) which is also supported by the details but also contains the author's thinking concerning the significance of the details.

Compact cars have many conveniences. Because of their size they are easy to maneuver in our crowded cities. Also the compacts are much cheaper to operate because they use less gasoline than do cars of standard size; and because their styles do not change from year to year, their depreciation is not so extreme as that of standard cars. No wonder, then that these cars have become so popular as to revolutionize the automobile industry.

Discuss the differance between the main idea and the generalization. What are the supporting details?

Sometimes an author will express a generalization as the main idea.

Example →

Practice →

How to Read to Understand Generalizations

1. In reading to understand generalizations, you should first attempt to determine whether a generalization is present. There are several clues which indicate that a generalization can be expected.

1a. One clue is the location of the paragraph containing a generalization within the selection. Because it is often a summing up or conclusion based on ideas presented in the selection, a generalization paragraph is **usually** found at the end of a selection such as a chapter or article. This location for a generalization, however, is not consistent. A generalization can be located anywhere within a selection -- even at the beginning.

Practice →

←

DIRECTIONS: Notice that by reorganization of the preceding selection the generalization now becomes the main idea.

No wonder that compact cars have become so popular as to revolutionize the automobile industry. Because of their size, they are easy to maneuver in our crowded cities. Also the compacts are much cheaper to operate because they use less gasoline than do cars of standard size; and because their styles do not change from year to year, their depreciation is not so extreme as that of standard cars.

Why is the opening sentence a statement of the main idea? Why is it also a generalization?

←

Practice →

1b. The generalization within a paragraph is also usually at the end of the paragraph. Again the reason for this location is that the generalization is based upon the statements preceding it. Within a paragraph, the specific statement of generalization can be located in other parts of the paragraph or even in the first sentence.

Practice →

1c. A topic sentence can indicate that a generalization is being presented. Such a sentence usually suggests that the paragraph will contain facts or ideas leading to a generalization.

Example →

Practice →

DIRECTIONS: Look in any text book at the ends of chapters or sections to see if the concluding paragraphs are generalizations.

←

DIRECTIONS: Where is the generalization in the following selection?

Mary is very upset. She has decided that brothers are the worst friends a girl can have. Jim won't drive her to the station. Jack won't pick her up when she gets home and George won't lend her the money to go down town in the first place.

What is the generalization in this selection? What are the ideas that support it?

DIRECTIONS: Which of the following topic sentences might indicate that a generalization will follow? One has already been checked for an example.

(A) a. George finally made a good decision. After considering the following fact --

b. The experiment was conducted by the following steps:

c. In light of the things Jim said, then certinly the idea was ridiculous. Jim said that ...

d. First listen to these points and then I will tell you my idea.

e. George was a better student than Jennifer.

←

1d. Occasionally key words will indicate that a generalization is being presented. Following stated ideas, these words usually indicate that a statement based on the ideas is forthcoming.

Example →

Practice →

2. There are two things you should do if clues indicate that the selection you are reading includes a generalization.

2a. First, skim the selection to look for the generalization.

2b. Then read the selection carefully, noting the ideas on which the generalization is based.

Example →

Practice →

DIRECTIONS: Which of the following words and expressions might indicate that a generalization will follow? One has been checked as an example.

(X) Apparently ...
In my opinion ..
Therefore ...
Next ...
Thus ....
Hence ....
Nevertheless ...
On the other hand ...

DIRECTIONS: Skim the following selection to find the generalization; then read the selection carefully, noting the development leading to the generalization.

In the old days before the West was settled, a vast, virgin territory awaited the pioneer looking for a new way of life. Any one who failed financially in the East, who had disturbing relations with his neighbors, or who was simply restless could go West to the land of new opportunity and freedom. Apparently, this is the heritage which gave Yankees their sense of independence.

Where is the generalization in this selection? What are the facts supporting it?

Just as with the other purposes you have studied, generalizations can be diagrammed. Note how the preceding selection is diagrammed according to the following patteern. The main idea is written on the top line. Then the details are listed. subtopics a, b, and c indicate relations of some of the details to one another. Also, the arrow pointing down indicates that although the details develop the main idea, at the same time they are the basis for the generalization. The generalization, in turn, is listed on the long line at the bottom of the pattern.

Example: →

Main Idea: West ... awaited pioneer looking for a new way of life.

1. West .. virgin territory ... waited for pioneer.

2. Any one ....could go West ... new opportunity and freedom.

   a. failed financially in East

   b. disturbing relations with...neighbors

   c. restless

↓

Generalization: ... this heritage ... gave us...sense of independence.

Practice

Diagram the following selection. Note the fulcrum in the line for the generalization indicating that the generalizing statement has a small comparison in it.

Before an astronaut can orbit in space, he must have a thorough physical examination. In this way, the medical profession contributes to the space program. Also ,the rocket has to be precisely designed and constructed which, in turn, calls for the training of engineers and physicists. Chemists are responsible for the discovery of satisfactory fuels, and the calculating of the rocket's path before the flight must be done by mathematicians. Astronomers, of course, are the foremost authorities on the "territory" through which the rocket will pass, and so they must be consulted constantly throughout the entire planning of the journey. All of these highly trained specialists along with many others must be consulted before a probe can be made into space, It is obvious, therefore, that the credit and glory of exploration of outer space should not be designated to a few brave astronauts Rather, this credit should be given to the leaders of most of our well-established professions.

Main Idea: ____________________

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

Generalization: ____________________

* * * * * *

3. As with the other purposes which we have studied, a generalization can be implied. In this case the author presents the details but leaves the generalization to be inferred by the reader.

Example

Practice

4. A good reader always reads generalizations critically. In other words, he examines carefully the facts on which an author is basing his generalization. If the facts are not a valid basis for the generalization, it is considered to be a faulty generalization.

4a. One error of a faulty generalization is that it lacks an adequate number of facts or examples for a sound basis.

DIRECTIONS: Read the following selection to note the implied generalization about the drama club's new president.

Three presidents of the drama club over the past seven years have gone into acting careers on television or the legitimate theatre. Anna Doran, who graduated four years ago, is now living in New York where she has occasional parts on television. Both Jean Urkart and Elbridge Johnson, whom all present students should remember, have minor parts on Broadway. This year an ambitious young lady named Eileen O'Donnel is the drama club's new president. Eileen is one of the most industrious and tireless members the drama club has had in a long time.

What is the implied generalization about Eileen O'Donnel? What are the facts behind this implication? Are they reliable facts for such an implication?

Example →

Practice →

4b. Another error of a faulty generalization is that its facts or examples are not similar enough to one another to uphold the generalization based on them.

Example →

Practice →

5. You remember that many purposes in reading are related to each other. For example, when reading for any purpose, you must look for the main idea and the details. When reading to understand generalizations, you will often find them based on a sequence, a comparison or a cause and effect relationship. To understand a generalization in such cases you must understand the other kinds of purposes which are present as well.

Example →

Practice →

DIRECTIONS: Read the following to note why it is a faulty generalization.

Two members of the baseball team were caught smoking on the bus after last night's game. Apparently none of the members of the team are good citizens.

Why is this a faulty generalization?

←

DIRECTIONS: Read the following faulty generalization to note why it is not sound.

Three midwest junior colleges and two teachers' colleges have cancelled their competitive sports program because of lack of public interest. Undoubtedly, the big ten univerisites will soon be forced to take the same action.

Why is the above generalization not valid? In what way is its basic fault different from the example given just before it?

DIRECTIONS: Read the following generalization to note the other kinds of purposes present.

When Jim got up that morning, he could not find his wallet. This delay caused him to miss the school bus. When he finally got to school, he was just in time to meet Mr. Willis in the hall.

6. Generalizations are found in many fields of writing. In social studies, science, mathematics, newspaper editorials -- all fields where thoughts and opinions are presented. A good reader knows how to recognize them, understand them, and pass judgment on them. This lesson should help you acquire the skills necessary for the reading of generalizations.

Until he saw Jim Mr. Willis had forgotten the "discussion" he and Jim were to have about some late homework. Then upon arriving, finally, to his first hour class he found he had missed the review for the test the next day. Jim is usually aneasy-going boy, but no wonder he was in a bad mood after school! This just was not his day.

DIRECTIONS: Find generalizations in several of your texts. What are the characteristics of these generalizations? Are they valid? Are any of them based on other purposes?

Read the following selection to note the generalization and the information on which the generalization is based.

Have you ever looked at your best friend's face? If you have, you would notice that one side is not so round as the other, or perhaps one eye is just a little lower than the other. Or take a look at your feet. How many times in a shoe store have you walked around in the shoes and remarked that 'the left one fits well, but the right is just a bit small'? The leaves on the trees, the flower in the garden, your pet canary -- all could be halved in some way, and yet neither of the two halves would be identical. Nature is the perfect architect in all of her creations, but the variation of each thing made makes beauty.

1. What is the generalization stated in this selection?

2. Is this a valid generalization?

3. What other information could you provide as evidence for this generalization?

Read the following selection to note the generalization and the information on which the generalization is based.

Naturalists are continually amazed at the unique abilities animals have for survival. A bat flies without difficulty through a dark cave strung with piano wire because of its built-in sonar system. The fantastic eye of the frog enables it to see and to catch an insect in flight. Also, regardless of surrounding noise a mosquito can hear the hum of its mate 150 feet away; an owl at the top of the tallest pine tree can hear and swoop down to catch a mouse chewing under the leaves on the ground. These abilities are only a few of nature's gifts to animals. Such remarkable mechanisms as these make the great inventive discoveries of man seem almost insignificant.

1. What is the generalization stated in this selection?

2. Do you think it is a valid generalization? Why or why not?

3. Are there any other generalizations that could be drawn from the information presented in this selection?

Suggestions for
TEACHING FOR THE PURPOSE OF READING FOR ANTICIPATION OF OUTCOMES

Objective: To understand the author's meaning through the use of anticipation.

I. Readiness for Anticipation

Perhaps one of the most frustrating experiences in this age of mechanized entertainment is the sudden failure of visual or audio transmission during an exciting television program. The students might be asked why such a mechanical failure is particularly annoying. For the most part, their answer will be that they object to the interference with the development of the plot. In other words, they are eager to see what will happen next. The foregoing example should be related to similar situations in reading in which the reader anticipates ideas or events.

II. Introduction of Reading for Anticipation of Outcome

The material for this unit should be read silently; it should be preceded and followed by questions from the teacher. The students should have the opportunity to give examples of anticipating events or ideas in their reading for enjoyment or for information. In reading for enjoyment they should identify the techniques the authors use to develop the reader's anticipation, such as clues, style of writing, and omission of ideas. Some informative reading requires that the reader anticipate ideas or steps, such as in the reading of scientific information or newspaper accounts.

III. Transfer of Application of Anticipation of Outcome

As part of a review of literature studied this year, the students might discuss how they anticipated the outcome in several selections already familiar to them. They might also discuss how they anticipate the outcome or ideas in materials for their other classes.

IV. and V. Summary and Assignments

We suggest that each class end with questions summarizing the lesson and the purpose for reading for the anticipation of outcome be set in assignments in which the reading for this purpose will be beneficial.

HOW TO READ FOR ANTICIPATION OF OUTCOME

In the days before television there was a type of program on radio called a "soap opera". Such a program had two or three leading characters, a specific setting, and a plot that was endless. Although the daily sequence of a soap opera lasted only fifteen minutes (including commercials), the programs, spinning a tale of continual crises for leading characters, could be heard every day of the week. Some of these soap operas ran for years.

The product advertised on most of these programs -- as you might have guessed from the nickname -- was laundry soap. The important task of the dramatist was to keep his audience in continual suspense so as to guarantee daily attention of the public to the soap commercials. The dramatist usually managed to create this sense of urgency by having each daily episode end just before the completion of some dire outcome. Some of these moments were quite gruesome. One episode concerning a dear old lady named Ma Perkins closed with Ma tied in a kitchen chair while an enraged gorilla held a carving knife at her throat. As the gorilla's roars and Ma's hysterical screams reached a high-pitched crescendo, they were drowned out by organ music. Then to insure that the listening audience was left with some question of an outcome in its mind, the announcer, as usual, broke through the music to supply such questions. "Will Ma survive the attacks of this vicious and maddened brute? Will anyone come in time to save her? Who can possibly help Ma in this terrible hour? Tune in tomorrow to find the answers". Undoubtedly, this kind of program was not very good drama; but it sold a large quantity of soap.

An important task of a writer, also, is to keep his reading audience very much interested in what he is saying. Reading to understand this kind of writing is reading to anticipate the outcome.

In general, one reads to anticipate the outcome in two types of reading material. The first type is fast moving narration. This type tends to appeal to the reader's emotions. In fact, one of the greatest pleasures in reading narration is the excitement of anticipating the events which will follow and finally the outcome of these events. Although the creation of this anticipation is the task of the writer, the appreciation of this anticipation is the reader's responsibility. There are specific reading tasks which the reader must perform if he is to enjoy the anticipation to its fullest.

In order to excite the interest of the reader, a question must be presented to him at the beginning of a story. When he encounters the question, the reader immediately looks forward to the answer or solution. In fiction this opening question usually concerns a problem of a character. Because this question is designed to catch the reader's interest, it is often referred to by popular writers today as the "hook".

The first task of the reader, then, when reading to anticipate the outcome of a story is to look for the "hook ".

What is the "hook" in the following opening paragraph? In other words, what question enters your mind as you begin to read?

> There was a strange color to the rays of the sun that awakened George on his first morning in that town. The light coming through the translucent window shade gave everything in the room a color of milky yellow. The hue of the walls, the curtains, the very sheets in which George lay seemed evil and poisonous. Last night when he arrived, the town was black. The lamp on the hotel porch was the only light still burning at that hour. The remainder of the town was dark, and the streets were empty. But now in the daylight from the street beyond the window, he could hear the passing of many people. These were not happy sounds. There were no friendly greetings of housewives, no silver laughter of children. He could hear only a low murmur of angry people passing by, the sound of hurry and hate in a town on its way to disaster.

What specific questions did you form in your mind as you read this selection? Where in this selection did you begin to wonder about the question?

Another way a writer catches and holds the reader's attention is by presenting unique characters. If the reader finds the characters interesting, he then usually will find their problems interesting and begin to wonder about the outcome of these problems.

In such a selection, the reader's task is to pay special note to the characters and their problems in order to increase his anticipation of outcome.

Read the follwing selection for the anticipation of outcome.

> When Jeannie was eight years old, she decided she hated everybody. She hated her brother who was four years older and wouldn't pay any attention to her because she was a girl. She hated her nurse who always smiled when she didn't mean it and kept worrying about someone getting hurt. Jeannie probably would have hated her parents a lot more if she had known them better, but they were always away somewhere

> acting in a movie or a play. Tomorrow Jeannie was going to a new school. She had gone to lots of schools in her time and always hated everybody in all of them; but maybe tomorrow in this new school she would find some one who would be her friend.

What do you find yourself wondering about Jeannie as you read this selection? What do you think of Jeannie as a person? How does your attitude towards her influence your anticipation of the outcome of her problem?

What are some of the skills necessary for reading to understand characterization which might help you in anticipating the outcome as well?

A writer also can catch the reader's interest with an intriguing setting. A writer builds up interest in a setting by the use of details, sensory images, and the mood. If the reader uses the skills concerning details, sensory imagery, and mood, he then will enhance his anticipation of outcome from the setting.

Read the following selection to anticipate the outcome.

> As the door swung open, George was astonished at the cheerfulness of the room. His eyes first fell on a large fireplace with wood, kindling and paper all in place waiting for the light of a match. On the mantel was a figurine of a particularly jolly buddha or monk. This figure with its protruding stomach was standing on the toes of one fat foot and holding a goblet high over its head. So merry was the expression on its face that its eyes seemed to wink at George as he gazed at them. To one side was a wide window seat covered with soft skins of animals shimmering in the morning sunlight. Judging from the odor, the dust, and the stillness, the room apparently had been closed for months or years. Yet, momentarily someone seemed to be expected. Whoever this occupant would be, George had no idea.

What are the details and sensory images in the selection which help to create the anticipation? How does the mood enhance the anticipation?

What are some of the skills necessary for the reading of details, sensory imagery, and mood which will help you read for anticipation of outcome as well?

Perhaps the most common way a writer creates anticipation is by description of action. If a fast-moving plot with interesting physical action is in progress, most readers will wonder about the outcome. A narrative of this nature must have vivid details and a logical sequence of events if it is to hold the reader's interest. If the reader, then, notes vivid details and follows the sequence of events, he will find his interest sustained and his comprehension of the unfolding of events enhanced.

Read the following to note the anticipation of outcome.

For several moments Jim knew he was being followed. When he turned the corner of 14th street, the stocky man behind him also turned. When Jim paused to light a cigarette, his silent pursuer paused to wait in a doorway until Jim continued his way again. Up ahead was an entrance to a short, dark alley. The follower seemed to be aware of the alley also because as the two of them approached it, the pursuer began to take two steps for every one of Jim's. With his increased pace the pursuer would arrive at the alley entrance the same time as Jim.

What question enters your mind as you read this selection? What details are important? Why is the sequence important in enhancing the anticipation?

____

What skills do you recall from your study of sequence which will help you to understand anticipation of outcome?

____

Often a writer will give the reader a hint of things to come by means of symbols. You remember that a symbol in writing is usually a concrete object which represents an abstract idea. For example, a red light symbolizes danger; a black cat symbolizes evil; lillies symbolize purity. A skilled writer often will weave into his story such symbols to hint to the observing reader the nature of events which will soon develop. Such a hint, of course, increases the reader's anticipation of the outcome.

Read the following selection to note the symbol foretelling the nature of events to come.

> On this slope Dick decided to build his camp. Sixty feet below the site was a spring that would certainly bubble merrily throughout the cold months to come. So thick were the tall pines reaching to the sky that hardly a breeze from the winter storms would touch him; and the forest abounded with game.

> With his knowledge of the woods and with his cleverness and good luck, he would easily get through the winter. Then in the spring he would go back to San Francisco and collect the five thousand dollar bet from his friends who said he would never stick the winter out in that place.
>
> As these thoughts ran through his mind, Dick noticed an old elk approach the spring. Something was wrong with the animal. It was either very old or diseased because it was so thin its ribs seemed almost to cut through its lusterless hide. Its eyes were red with infection and its legs were swollen from malnutrition. At first Dick thought he should shoot the animal, but it was too much wasted to be worth the ammunition to kill it.

Why did the writer bring the elk into the scene? What kind of winter do you expect Dick to have? What are your reasons for your answer?

Think about some of the stories you have read this year. Did any of them contain symbols which helped you predict the outcome of events?

The second type of reading material which one reads to anticipate the outcome is study-like reading such as science, social studies, or mathematics materials. This type tends to appeal to the reader's intellect. In fact, one of the greatest aids to better reading comprehension is to anticipate what the author's ideas will be. In this type of reading the author presents answers to questions, explanations of problems, or his opinions of situations. A good reader "guesses ahead" at what the answers, the explanations, or the opinions will be. This guessing ahead or intellectual anticipating of outcomes tends to direct the reader to a sharp understanding of what the author is saying.

Read the following description of a physics experiment for the anticipation of outcome.

> Hot air expands; cold air contracts. This process can be proved by a very simple experiment. First take a tin container which can be sealed tightly with a cap. An empty can of molasses or even floor wax will do. Remove the cap. Then heat the can over a bunsen burner. When the can is hot, seal it tightly with the cap. The air

sealed in the can is now very warm. Then hold the can under a jet of cold water. As the can cools, it will begin to crumble before your eyes, almost as if invisible hands were crushing it. This crushing of the can is brought about by the pressure of the air outside the can because the hot air inside the can has cooled and therefore contracted.

What were you looking forward to finding out as you read this selection?

Read the following mathematics problem for the anticipation of outcome.

Here is a problem which most high school freshmen should be able to solve quickly.

Picture in your mind a train one mile in length. Allow your imagination to see this train traveling at the precise rate of sixty miles per hour. The train is now approaching a tunnel, also a mile in length. How long will it take the train to travel completely through the tunnel?

What did you find you were asking yourself as you read this selction? Did you anticipate the answer or the question of the problem? How would your anticipation of the nature of the question help you solve the problem?

Check your science, mathematics, and social studies books to find selections which require an anticipation of outcome.

The skills of reading for the anticipation of outcome will also help you read for many of the other purposes you have studied so far. For example, in a selection with a generalization, you might anticipate the generalizing statement or conclusion. In a selection with a cause and effect relationship, you might anticipate the outcome of the cause or anticipate the reason for the effect. The use of the anticipation skills when reading for other purposes is another example of the overall relationship of reading for one purpose with that of another.

Review in your mind the purposes you have studied so far. How could the reading for anticipation also help you in reading for each of these other purposes?

Suggestions for
TEACHING FOR THE PURPOSE OF READING FOR MOOD

Objective: To understand the author's meaning through the use of mood.

I. Readiness for Mood

The teacher can introduce the concept of mood in literature by beginning with a discussion of "horror" movies. Such famous specters as Count Dracula, Frankenstein's monster, and King Kong might be mentioned. The students should then be asked if they enjoy this type of program and for their reasons for their opinions. Most students will reply that they do or do not like the "scary atmosphere". Other examples of different kinds of moods can be given by the teacher. He can then guide the class to a more abstract level of thinking by asking what "scary atmosphere" in literature is called. The answer to be probed for, of course, is mood.

II. Introduction of Reading for Mood

Because reading for the purpose of sensing mood is primarily reading for pleasure, the format of worksheets has not been used. The informal essay which is included in the instructional materials might be divided into parts at the discretion of the teacher. Before reading each part silently the students should be asked appropriate questions which will direct their reading. After the reading the students can then be asked questions so that the teacher can evaluate the students' understanding of each part.

III. Transfer of Application of Mood

Students should be directed to examine the mood in literary selections already studied earlier this year.

IV. and V. Summary and Assignments

Again it is suggested that the teacher end each class period with a few questions to summarize the concepts of the lesson. Also, the teacher should set a purpose for reading for mood in all assignments in which the reading for such a purpose would be beneficial for better understanding of the material.

HOW TO READ TO UNDERSTAND THE MOOD

For many of the purposes you have studied thus far, you have been taught to dissect or "take apart" selections in order to gain a better understanding of what the author is saying. Perhaps the process can be compared to that of a boy taking apart a motor in order to understand how it works.

Yet, this young mechanic will not be content with his analysis of the motor until he has it together again. Then he can watch its performance, listen to its hum, and even admire the motor's geometric beauty. Because he now understands the working parts of the motor, he sees in the completed machine almost a personality or individuality of its own.

A well-written piece of writing has personality or individuality. Certainly you have noticed that the writing of one author usually has a different total effect from that of another author even though both of them are discussing the same topic. One selection might be more interesting, more cheerful, or more informal than the other. This "feeling" or "atmosphere" of a selection is called its tone or mood. The process of noting the total effect of a selection is called reading to understand the mood.

A reader who knows how to read to understand the mood of a selection gains two benefits. First of all, he gains pleasure from his understanding of the mood. You certainly have experienced pleasure from reading because you reacted emotionally--that is, you were amused or became excited. Another benefit a good reader gains from understanding the mood is a clearer comprehension of what the author is saying. For example, knowing the mood of as simple a phrase as "Please go" is important to its meaning. If a character in a story speaks these words pleasantly, he means one thing; if he speaks them unpleasantly, he means some thing quite different. In this same manner, the tone or mood of an entire piece of writing is important to its meaning.

Read the following selection to note its mood.

> The superintendent of the school wishes to inform the student body of his grievous disappointment over the basketball team's smashing victory at the state tournament last night. In fact, the superintendent is more than disappointed; he is in physical and emotional agony. For three hours after the final whistle of last night's game, the superintendent was in such a state of shock and disbelief he could not communicate with any one. About the time he began to regain his senses, his phone began to ring. This jangling noise was soon accompanied by the pounding of news reporters and photographers at his door. None of this confusion as yet shows any

> any signs of ceasing. The superintendent sincerely hopes that if the members of the team intend to win another such sterling victory next year, they keep him advised so that he may arrange to leave town immediately after the game.

What is the dominating mood in this selection? How does the mood effect the meaning?

Every author is an individual with knowledge, tastes, prejudices, and emotions. These factors comprise the source of the mood which he builds into his writing. To understand an author's mood, then, one should know something about the author himself.

For example, if the superintendent who, of course, is the author of the previous selection were known as a severe man, the supposedly stern mood of the selection might be believed by an unsophisticated reader. On the other hand, if the superintendent were known to have a dry sense of humor, the mood of the selection would immediately be recognized as humorous.

Mark Twain is probably one of this country's best known writers. To be well-informed about his early life on the Mississippi River and to be familiar with his home-spun sense of humor as well as his warm regard for the people he knew in his childhood helps the reader to sense immediately the mood of this important writer's work.

The following selection is taken from Life on the Mississippi, a book in which Mark Twain describes his experiences in becoming a river boat pilot. After many adventures under the direction of Mr. Bixby, an old river captain, Mark Twain managed to pilot the boat down to St. Louis. Now he must take the boat back up the river. Read this selection to note the mood.

> When I returned to the pilothouse, St. Louis was gone, and I was lost. Here was a piece of river which was all down in my book, but I could make neither head nor tail of it; you understand, it was turned around. I had seen it when coming upstream, but I had never faced about to see how it looked when it was behind me. My heart broke again, for it was plain that I had got to learn this troublesome river both ways.

Life on the Mississippi, Harper and Brothers, 1903

What is the mood in this selection? If you did not already know that Mark Twain was a humorist, would you have seen humor in this selection?

Recall some authors you have studied this year. How did the study of their lives influence your understanding of their works?"

To understand the times in which the author lived is also helpful in understanding the mood of his writing. Readers in each period of history tend to enjoy particular types of mood and style. For example, many readers in the eighteenth century liked an unemotional, highly intellectual type of writing. Most nineteenth century readers had tastes that were quite the opposite. Their preference was for very emotional, highly romantic writing. Readers of today may prefer natural or realistic writing.

Read the three selections for the mood in each.

> a. The point to be discussed here is which is the greater virtue -- to be good or to be wise. A good man is generous to the profligation of his own property. A wise man is thrifty and never in want. A good man is merry to the wasting of his powers. A wise man is moderate in his pleasures and his days wax long. A good man may die young and be much lamented. A wise man may die old and be respected.
>
> b. Oh, so wretched became the days and nights of this poor child. Alone, she was now, in this cold and indifferent world. The street became her habitat with all its swill and filth. The dark alley was her only refuge at night. Her only schooling was the vicious kicks of the hard-at-heart as they walked their busy ways, too concerned with their own ends to observe her plight. Her only friends were the dogs of the gutter, too ravaged with hunger to give her more than a loving lick on her small, thin hands.
>
> c. Black clouds were coming in from the east. Occasionally a bolt of jagged lightning s lit the sky, silhouetting the lone cabin on the hill. The tall pine beside the half-tumbled porch began to sway in the stiffening breeze, as big spit-like drops of rain began to rattle in the high, dry grass. A storm was coming.

Which century would appreciate the mood in each of these selections? Explain your opinion.

What literary selections have you studied this year whose moods reflect the reading tastes of the times for which they were written?

Often the particular literary form which the author has chosen for his writing can be a clue to the mood he will express. For example, if a writer wishes to express a philosophical idea in a clear, simple tone or mood, he might choose the essay form. If he wishes to express a strong emotional feeling of love, he would probably choose a form of poetry. If he wishes to write about an exciting event, he might choose the short story form.

Also, often the subject matter which the author is discussing will dictate the mood he will use. For example, John Steinbeck with his writing about the starving migrant workers during the drought of the thirties would hardly tell his story in a humorous or flippant tone. Nor would Max Schulman write a portrayal of his carefree college days at the University of Minnesota with a serious or ponderous mood.

Examine some of the literary selections you have studied this year for their mood. Is the mood of each selection in harmony with the literary form and the subject matter?

It would be impossible, of course, to give you here an example of every kind of mood. In reality, there are probably as many kinds of moods as there are writers and readers. Also, it is impossible to tell all the ways and methods an author can use to create mood because each author usually has developed his own unique method. Moods can range from formal to informal, or from direct to indirect, or from exaggeration to understatement or can be classified between many other extreemes.

Read the following two selections to note the difference between a formal and informal mood. Note that the formal mood is cold and serious in tone whereas the informal is warm and lively.

> a. Let us resolve, then, to attend to the principle of honesty in all our actions. Let this principle guide our dealings with others; let it guide our dealings with ourselves. For only through honesty can man mainfest his dignity which is, indeed, his personal gift from God.

b. Man, oh man, don't think that experience in that little old hack of mine didn't scare the living dickens out of me! Going ninety-eight, I was, and trying for a hundred and smiling all the way -- when ZOOM! there she was! A ten-ton truck had just let itself loose out of one of those side streets without so much as a deep beep on its nozzle, and I'm heading for it straight like a bat out of a barrel. I hit the brake. I swerved to the left! The old hack screamed as she peeled rubber! I get her stopped safe enough. And I swear, so help me, I swear! Never, never, NEVER does this kid push this hack of mine over forty-five again!

What is the mood in each of these selections? How does the author attempt to achieve this mood? How does the mood of the first differ from that of the second?

Read the following two selections to note the difference between moods of exaggeration and of understatement. Note that the exaggerated mood relies primarily on outlandish statements whereas the mood of understatement attempts to create a strong emotional reaction by the lack of strong statements.

c. I got out of bed -- BONG!-- only to smack my head against my dresser. Boy, the stars swirled around that poor fractured skull of mine! I stumbled to the bathroom, bleeding buckets every step of the way. As the birds and bells in my head began to quiet down somewhat, I stepped into the tub. WOW! no hot water! Immediately I was a deep purple as an icicle formed on the end of my nose.

d. As the smoke of battle lifted, Mary gazed out over the field. There lay the dead. Hundreds of them -- perhaps more, and just boys mostly with their vacant eyes staring at the sky. Somewhere out there was her brother, Roger, only eighteen, now lying with his comrades on the the grass. Soon the sun would set. Then night would cover for awhile this scene of waste and death. Mary turned and took the south path to the village.

What is the mood in each of these selections? How does the author attempt to achieve this mood? How does the mood of the first differ from that of the second?

Read the final two selections to note the difference between direct and indirect moods. Note that the direct mood is straight forward and frank. The indirect mood, on the other hand, communicates to the reader the exact opposite idea from that which the author is saying.

> e. The students of this high school were surprised and sorry to hear that Mr. Borgon, a teacher of biology at Clement High for over twenty-three years, will resign this spring. Not only has Mr. Borgon taught an interesting class but also he has always been a good friend to any student who needed his help and guidance. We say to you, good-bye Mr. Borgon. We wish you Godspeed and we are sorry to have you go.

> f. Last Sunday the Natural History Club had one of the most memorable and pleasant meetings in its entire history. The continual down-pour of an icy and rain in no way dampened the warm feeling of camaraderie as the members pursued their investigation of flora and fauna in the Hamilton Street woods. The bumble bee's nest which Barbara Hilton stepped on causing three other people as well as herself to be stung was a rich resource for specimens; and Jim Thurm came up with an interesting kind of water plant he found at the bottom of the creek he had fallen into. Perhaps the only distressing moment was when Mr. Elston split his trousers while climbing over a fence, but he dismissed the matter by explaining that since they were his favorite hiking togs, he had worn them for more than fifteen years and his wife often had wanted to throw them out anyway.

What is the mood in each of these selections? How does the author attempt to achieve this mood? How does the mood of the first differ from that of the second?

Discuss the different kinds of mood in some of your favorite literary selections which you particularly likedthis year.

In conclusion, remember that mood is the "total effect" of a literary selection. An understanding of an author's life and his times will help you understand the moods in his writing. Often the literary form of the selection can be a clue to its mood. There are many kinds of mood in literature; yet, to be able to note and to appreciate the mood will not only increase your pleasure of what you read but also aid your understanding of what the author is saying.

Suggestions for
TEACHING FOR THE PURPOSE OF READING FOR FACT AND OPINION

Objective: To understand the author's meaning through the use of fact and opinion.

With controversial issues being discussed so thoroughly today through the medium of print, high school students should know how to distinguish facts from opinions in the magazines and newspapers which they read. This purpose is presented in the textbook assigned to freshman English students at Niles Township High School West. This lesson, then, is designed to be an addition to the unit on fact and opinion in the textbook.

I. Readiness for Fact and Opinion

To prepare students for this unit, the teacher might bring an editorial to class, read statements from it which are facts and statements which are opinions, and then ask the class to define the differences between the two types. The news articles on the same topic may also be presented. When the members of the class have concluded that they are concerned with the statements of fact and opinion, the teacher might conduct a short discussion on the reasons that distinguishing between the facts and opinions is an important purpose.

II. and III. Introduction and Transfer of Application of Fact and Opinion

The worksheets provided for this unit are concerned specifically with the skills involved with this purpose. Not many samples of selections have been included because students should be encouraged to practice as soon as possible the techniques of reading for fact and opinion on selections in their textbooks, magazines, and newspapers.

IV. and V. Summary and Assignments

Again we suggest that each class end with questions summarizing the lesson and also that the purpose for reading to distinguish fact and opinion be set in all assignments in which the reading for this purpose will be beneficial.

HOW TO READ TO UNDERSTAND
FACT AND OPINON

1. Some people believe that any statement is true if it can be found in a book. This belief, of course, is not altogether correct nor is it altogether incorrect. Many statements in writing are based on valid facts; many other statements are writer's opinions about facts. It is important for a good reader to know when he is reading facts and when he is reading the author's thinking about facts if he is to understand adequately what he reads. This kind of reading is called reading to understand and distinguish between fact and opinion.

In writing, a fact is a statement which can be proved about a person, thing, or an event. Facts are the bases for all knowledge.

In writing, an opinion, on the other hand, is a personal reaction of the author. Opinions form the basis of important thinking about facts.

Example →

Practice →

2. There are two kinds of facts.

2a. One kind of fact is that stated by a person who has personally witnessed the occurrence of the fact and therefore claims it to be true.

2b. The other kind of fact is that which most people accept as the truth although they have not personally witnessed its occurrence.

Example →

Practice →

Name ____________________ Date ______

Teacher __________________ Per. ______

DIRECTIONS: Which of the following statements are facts and which ones are opinions? Place an F for "fact" before the statement of facts; place an O for "opinion" before the opinions. The first two items have been marked correctly as examples.

_F_ Ernest Hemingway wrote A Fare-To Arms.

_O_ Hemingway is the best modern American writer.

___ The largest of all planets in our Solar System is Jupiter.

___ Life as we know it is impossible on Jupiter.

___ Douglas MacArthur was the greatest military leader of our day.

___ Douglas MacArthur prevented the Japanese from joining the Communist block.

←

DIRECTIONS: All these items in the following list are statements of fact. Put an a in front of those items which have been personally observed; put a b in front of those which most people would agree are true. Two have been marked correctly as examples.

_a_ Last night the Cardinals beat the White Sox seven to two.

_b_ Julius Caesar was assassinated by his enemies in the Roman Senate.

3. When an author states an opinion, he often uses key words an phrases. For example, he might preface his remarks with "In my opinion" or "As I see it " or other similar phrases. These examples are the type of key words and phrases an author uses when he wishes only to inform readers of his thinking.

Often, however, a writer wishes to persuade readers to accept his opinions. Editorials in newspapers or magzine articles by politicians would be examples of sources containing this kind of opinions. In such cases authors will use very strong key words which they hope will influence the readers to accept their opinions. These strong key words and phrases are called "loaded" words and phrases. Examples would be "As any one can plainly see ...", "Therefore without a doubt..." or other similar words and phrases.

Example →

Practice →

3a. One kind of opinion is an expression of approval or disapproval. In other words, the author states whether something is good or not good. Some key words for this kind of opinion are good, best, better, worse, pleasant, and poor. Some loaded words are great, colossal, gigantic terrible, and horrible.

3b. The second kind of opinion is an expression of obligation or desirability. In other words, the author states what should or should not be done. Some key words for kind of opinion would be should, must, and ought. Some loaded words would be imperative irrevocable, irrefutable, and absolute.

___ The movie Cleopatra has many historical inaccuracies in it.

___ The huge craters on the moon were caused by splashes of meteors when the moon was still in the molten stage of development.

___ It takes light from the sun over eight minutes to reach the earth.

___ Penguins are the only land creatures that normally live in the Antarctic.

DIRECTIONS: Some of the following items are key words indicating an opinion of the author. Others are loaded words by which the author is attempting to persuade the reader to accept an opinion. Put a k in front of those items which are key words; put an L in front of those items which are loaded words. The first two have been marked correctly to serve as examples.

k I believe that....

L No one with any intelligence will deny that .....

___ Perhaps.....

___ It may be that .....

___ Only fools are blind to the fact that ....

___ Certainly....

3c. The third kind of opinion is a prediction. In other words, the author expresses what he believes will occur. Some key words for this kind of opinion would be will, shall, is about to and next. Some loaded words would be unavoidable, undoubtedly, without question and certainly.

Example →

Practice →

4. Both statements of facts and opinions in reading are important for learning. A good reader, however, not only distinguishes between facts and opinions, but he also reads facts and opinions critically. To read critically means to pass judgment on what the author is saying, deciding whether or not what he says is true. In order to pass judgment on what the author is saying, the reader must already have some knowledge or ideas of his own concerning the topic the author is discussing. By comparing the author's thinking to his own thinking, the reader can then decide whether the author's ideas are sound. If the reader is in doubt about the soundness or reliability of the author's facts, the reader can talk to someone whom he considers to be an authority on the facts, or he can read another source where the facts are discussed.

Also, a good reader passes judgment on opinions. He looks for the facts on which the decisions are based and checks these facts for reliability.

DIRECTIONS: All the itmes in the following are opinions. Put an a in front of those which express approval or disapproval. Put a b in front of those which express obligation or desirability. Put a c in front of those which are predictions. Underline key words once; underline what you believe are loaded words twice. The first three have been marked correctly to serve as examples.

b Smoking cigarettes absolutely should be against the law.

a Baseball is a better game than basketball.

c George will certainly get in college.

_____The United States definitely will place a man on the moon by 1970.

_____George is a terrible driver.

_____In this country we ought to have free college education for everyone.

_____A good athlete gets ten hours sleep every night.

_____Without a doubt, Maria is the best cook in the world.

←

He decides whether his opinion would coincide with that of the author in light of the facts on which the author's opinion is based.

4a. When reading facts critically you should consider the type of source they come from. There are two types of sources in which facts can be found. One type is a statement of fact recorded by the observer who witnessed the occurrence of the fact. This type of source is called a primary source. An example of a primary source would be the statement of an observer quoted in a newspaper about an event today, or it can be the statement of some person in his diary or correspondence concerning an event in history. The reliability of facts from this type of source would depend on how reliable the observer is and on how his observations coincide with other witnesses of the same event.

Example

Practice

4b. The second type of source in which reliable facts can be found is an account written by a scholar who has studied the primary sources This type of source is called a secondary source. An example would be a biography by an author who has personally studied the diaries, records, and correspondence of the personality whose life he is describing. The reliability of facts in this type of source depends on the degree of scholarship of the writer and on the reliability of the primary sources on which he based his work.

Example

Practice

DIRECTIONS: The following is an excerpt from the diary of Samuel Pepys, a government official during the reign of Charles II of England. Read the selection for facts about the Fire of London in 1666.

September 2, 1666 (Lord's Day)

"Some of our maids sitting up late last night to get things ready against our feast to-day, Jane called us about three in the morning to tell us of a great fire they saw in the city .... By and by Jane comes and tells me that she hears about 300 houses have been burned down .... and that it is now burning down all Fish Street by London Bridge. So I made myself ready presently and walked to the tower and there got up upon one of the high places, Sir J. Robinson's little son going up with me; and there I did see the houses at the end of the bridge all on fire, and the other side of the bridge --- Everybody was endeavoring to remove their goods, and flinging them into the river. .... or poor people were staying in their houses as long as till the very fire touched them, and then running into boats ...."

What are the facts in this selection? How reliable do you consider these facts to be? How could you check on their reliability?

←

DIRECTIONS: The following selection is written by a high school teacher of history. Read the selection for facts and opinions about Franklin D. Roosevelt.

Franklin D. Roosevelt was born on January 30, 1882. According to records left by his mother both he and she nearly died on this occasion because of an overdose of chloroform. Yet apparently in all other respects Franklin was a healthy baby. His father in a diary noted that the child was splendidly large, weighing ten pounds. As Franklin grew, he took a lively interest in the navy. This interest was no surpirse to his mother. In a book about her son, Mrs. James Roosevelt explained that Franklin's love for the sea was inherited from her side of the family. "The Delanos have always been associated with the sea," she exclaimed!

What are the facts in this seselection? How adequate a scholar do you consider the author to be? How reliable do you consider the primary sources he used to be?

5. There are three consideration to keep in mind whn you read an opinion critically.

DIRECTIONS: Read the following statements for the opinions in them.

5a. First consider the reliability of the facts on which the opinion is based.

Example

Practice

1. Since Mars has an ice cap, it probably has atmosphere and therefore could be inhabited by life as we know it.

2. Because George flunked English this year, he probably should not attempt to go to college.

3. Obviously a Cadillac is a better car than a Buick because it is more expensive.

What is the opinion in each statement? What is the basic fact in each each? Which of these opinions do you consider most sound?

5b. Also consider the reliability of the authority who wrote the opinion.

Example

Practice

DIRECTIONS: Read the following statements for the opinions in them.

1. According to Hoyle, a noted British astronomer, the universe is continuously expanding at the rate of many thousands of miles a minute.

2. Everybody in the class thinks Walter is the one who stole the tests off Miss Jenson's desk.

3. Monica thinks that the poems by T. S. Eliot are ridiculous.

What is the opinion in each statement? Which of these opinions do you consider to be most sound?

5c. Finally, consider the author's reasons for forming his opinion. Does he have a personal reason for his belief in his opinions? In other words, how much self-interest is affecting his thinking?

Example

Practice

6. In many cases, however it is very difficult to tell precisely when the author is stating facts and when he is stating opinions. All the ideas we have discussed so far must be kept in mind in order for you to distinguish the difference.

Example

Practice

DIRECTIONS: Read the following statements for the opinions in them.

1. Louis XIV of France said, "L'etat, C'est moi! meaning "I am the state".

2. Mrs. Johnson thoughther daughter was the best performer in the senior class play.

3. The tobacco industry is not yet convinced that smoking causes cancer of the lungs.

What is the opinion in each statement? How influential would the self-interest of the authority be in each statement? Which of these opinions do you consider most sound?

DIRECTIONS: Read the following selection to differantiate between the facts and the opinions.

If a person could choose his own personality, he would probably succeed better in this world if he could direct himself towards being humble. According to a recent survey in a national business magazine, the highly successful executive tends to be polite, soft-voiced, and unassuming. The forceful, bombastic type of individual, on the other hand, seldom succeeds to the top levels of the business world.

Of course, this type of person is quite contrary to the so-called "typical" American personality. Since the beginning of our own history in this country, we have always taken pride in the type of American who "can't be pushed around". Certainly this arrogant, cock-sure personality is very popular in entertainment media such as

(con't)

7. A good reader not only can differentiate between fact and opinion but also can distinquish between fact and fiction as well. As you know, a selection portraying facts is informative writing. A selection portraying fiction is imaginative writing.

There are three aspects of fiction which factual or informative writing does not have.

7a. One of these aspects of fiction **is that it tells an imaginative story.**

7b. Also fiction creates a picture or sets a mood.

7c. **Finally,** fiction usually contains opinions and attitudes of the author.

Yet, good fiction may be based on facts. Otherwise, it may not seem realistic enough to hold the reader's interest.

Example →

Practice →

movies and television. The enormous following of such stars as Humphrey Bogart, James Cagney, or even Bugs Bunny will testify to this fact.

Yet, although we applaud such personality types in fiction, in reality we do not **like** them much. Hardly any one would want a Humphrey Bogart type as a dinner guest. No one wants an arrogant individualist as a neighbor.

What are the facts in this selection? What are the opinions? How reliable are the facts and how valid are the opinions?

DIRECTIONS:

Read the following selection for the facts and the fiction.

For two days the crew had watched the approach of the moon through the viewing window of the rocket. Two days ago an hour after blast-off the moon took on the appearence of an enormous, thumb-marked pearl set in a **sky** of black onyx surrounded by a sprinkle of diamonds. But now as the rocket approached to land, the moon revealed its real face. Its dark areas were really vast seas of sand or shadows of mountains looming up like jagged teeth. The circular craters resembled gigantic bear traps, waiting throughout eternity for hapless strangers that might drop in. And there was a strange absence of color. Throughout the entire lunar surface there was only the gray, cold silence of death.

What is the fiction in this selection? What is the story? **the** picture or mood? the opinions of the **author?** What are the facts on which this fiction is based?

8. Facts and opinions and facts and fiction can be found in many kinds of reading which you do every day. These types of reading might be mathematics text books or they might be advertisements in popular magazines. Examples of reading material in which facts and opinions are most prevalent are editorials in newspapers, articles concerning politics, and accounts of national or world affairs. A good reader knows how to differentiate between the facts and opinions and facts and fiction and to evaluate the reliability of the facts and the opinions and fiction based on them so that he can keep himself informed through reading without being misled by it.

→

Examine some of the literary selections you have read this year for fact and fiction. Also examine some of your other texts for fact and opinion. How might your reading for the purpose of fact and opinion or fact and fiction help you towards better understanding of what you read?

DIRECTIONS: Examine some articles in a popular magazine. What are the facts in the article? What are the opinions or the fiction based on these facts. What is the author attempting to do to your thinking with his writing of this article?

Also examine some advertisements in magazines and newspapers. What are the facts on which the advertising claims are based? Are there any loaded words or phrases? Why should a good reader want to know how to distinguish facts from opinions in advertising?

Read the following selection to distinguish between facts and opinions about spiders.

One of the most misunderstood creatures on the face of the earth is the spider. Supposedly, its sudden appearance made Little Miss Muffet leave her lunch; and according to Jonathan Edwards the most evil sinner can be compared to a spider in the fingers of God over a fiery pot. Even in this sophisticated age some women scream and men turn pale when a spider's presence is revealed.

All this panic over spiders is absolutely unnecessary. First of all, spiders seldom bite human beings. Their strongest inclination at the presence of man is to hide as quickly as possible. A spider bites primarily to eat, and people are not on his menu. Also most spiders are not poisonous. Even the dreaded tarantula which can grow to the size of a saucer and have hair as long and thick as a rat does not have poison that is particularly toxic to man. Only the black widow spider has a venom so strong that a person might die of its bite. Yet, it is so shy that many people handle these spiders for years without harm.

Nevertheless,, the spider is a ferocious monster among insects. In general, spiders are classified according to how they catch their prey. Some spin webs which shimmer with beauty to the eyes of man but which are like manacles of steel to any hapless creature who so much as touches a sticky strand. A tremor throughout the web is like the ringing of a doorbell that someone has come for dinner. At this signal the hostess rushes out and sizes up her guest to see if she can cope with his size; if he seems acceptable, she seizes him, injects her poison which is potent enough to dissolve his flesh into fluid and then she sucks him dry. If the weaver has already dined and other guests drop in, she does not turn them away. Instead, she kills them, and wraps them up neatly for a later snack. Unfortunately, the weaver is not a good wife. In fact, her first meal after the honeymoon is her husband. Nor is she much better as a mother. Any of her fifty or sixty children who are reluctant to leave home at the proper time are also eaten.

The other type of spider does not spin webs. These are the "wolf" spiders who go on the prowl for their prey. Because the mother has no specific home, she carries her unhatched young in a white ball of silk under her stomach. This burden in no way impedes her movements as she pounces upon grasshoppers, roaches, or any other insects. When her young hatch, they ride on their mother's back for a time; but she is as stern a disciplinarian as her cousins, the weavers, if the young linger with her too long. She is also a widow, like her cousins and for the same reason.

Yet, all this monstrous activity is confined exclusively to the insect world. Consequently, there is no intelligent reason that spiders should be feared by people. In fact, we should be grateful for the spider. As she goes about attempting to satisfy her enormous appetite she helps rid the world of insect pests which are far more dangerous to man than she could ever hope to be.

Some people like spiders and spend a lifetime studying these creatures. In fact, one particular woman, a German countess, enjoyed eating them. Whether she was in church, at a garden party, or just spending a quiet evening on her porch, if the countess spied a spider, she would snatch it up as quickly as she could and pop it into her mouth. She claimed they tasted like unsalted nuts.

Therefore, one should remember when he sees a spider in some shadowy corner that she is a friend. There is no need to rush for a broom to destroy her. Her only desire is to improve the world by feeding on its pests.

1. What is the question presented in this selection?

2. What opinions about spiders are stated in the selection?

3. What facts about spiders are stated in the selection?

4. Is there anything else you would want to know in order to answer the question presented in this selection?

REVIEW LESSON FOR
HOW TO READ FOR DIFFERENT PURPOSES

Throughout the school year you have had detailed instruction on how to read for different purposes. Basically these lessons were designed to help you understand better what you read. Because of these lessons you now should be able to establish in your mind a specific purpose for reading books and selections in assignments as well as printed matter written for your entertainment. After you have determined the best purpose for reading a selection, you then should know what specific reading skills to use to read the selection effectively.

The following selections are examples of material to be read for the eleven purposes you have studied this year. Some selections are to be read for only one purpose; others might be read for more than one. Examine each selection carefully. Then (1) determine the purpose or purposes for which it should be read and (2) determine what question you might ask in your own mind to guide your understanding of the selection.

Discuss your opinions with your classmates.

Remember that a good reader gives himself intelligent, self-direction as he reads. Reading for specific purposes is important in directing your mind towards a better understanding of what the author is saying.

1.

Looking up, the child laughed at the blossom-laden plum tree whose falling petals swirled around her face.

2.

Mozart was playing his own piano compositions whenhe was four and a half years old. At six he was giving concerts in his own city, and by the age of eleven he had played before most of the crowned heads of Europe. Then followed years of intense study and composition. In his later teens he was again giving concerts frequently. Unable to get a regular patron as other musicians did, he was compelled to compose constantly in order to eat. A succession of years of overwork ruined his health and drove Mozart famous but penniless, to an early death.

3.

Just before the arrival of the royal procession escorting Marie Antoinette on her first visit to Paris, a small street fire set off a panic among the crowds gathered to welcome her. In a moment over 400,000 people pushed against one another in terror. Many tripped over the gutters and were trodden underfoot. Others stumbling over those already fallen were trampled upon as well. Carriages were overturned; horses were suffocated. Soon the streets were literally paved with bodies while some of the dead, crushed but still tightly wedged among the living, were carried upright with the hysterical crowd. This tragic scene of suffering and death was the welcome for the weeping princess to Paris.

4.

Novgorod, a town in Western Russia, was once almost equal in power to ancient Rome. In the Middle Ages it had the status of an independent city-state with a wealthy middle class made up of nationalities representing almost every country in Europe. The colorful shops lining the crowded streets presented the wares of Jews, Germans, Lithuanians, Poles, and Russians, all who lived harmoniously within the city; and great profit was reaped from the traders who came thousands of miles from the far corners of Europe and Asia to exchange their goods. With its flourishing economy and free and tolerant spirit, Novgorod was one of the most prosperous and powerful cities of that time.

Then in 1471 Ivan the Terrible, ruler of the city of Moscow, attacked Novgorod. Because of the extremely dry summer, the usually impenetrable swamps around the city, were dry, allowing the invaders a solid approach to the city's walls. After one fierce battle, Novgorod was forced to surrender. Ivan, its new ruler, persecuted and finally banished the various nationalities who had lived harmoniously together for so many years. With the destruction of this wealthy middle class, the city lost forever not only its freedom but is vigorous spirit as well, and Novgorod was reduced to what it is today, a sleepy provincial Russian town.

5.

No one was more surprised than Charles Dickens, himself, by the overwhelming success of his first important published work, Pickwick Papers. This series of humorous sketches was published every month in serial form primairly as reading matter to accompany Robert Seymour's illustrations satirizing English sportsmen. Because Dickens never planned or outlined his plots ahead of time, he had no idea himself what the next installment would bring. The public, in turn, took very little interest in the story at first. In fact, the publishers considered abandoning the series when suddenly with the introduction of the unique character, Samuel Weller, demands for copies of Pickwick Papers sky-rocketed. Both the author and the publishers were happily astounded at this sudden success. Almost over night Dickens found himslef established as the greatest satirist of his day while the book, Pickwick Papers, joined the honored list of world classics.

6.

On June 24, 1812, the French army, under the leadership of Napoleon, marched into Russia. The army of a half million men expected daily to meet the Russian armies and defeat them; in that case, they would have conquered nearly all of Europe. For weeks the men marched on, finding only deserted villages and burned towns before them. Expecting to replenish supplies and to taste victory at last, the French came to the city of Smolensk, which to their horror, was in flames. Thus, neither victory nor supplies were in sight. The Russians had retreated and set fire to all land and supplies in their path; the plan was to leave their enemy without resources or rewards, in order to defeat the French by wearing them down, physically and mentally. Again the French marched on, for more days and weeks, already bending under the grueling conditions. But when they reached Moscow, again the city was deserted, and at night fires broke out all over the city. Shortage of food and clothes made retreat inevitable. They left Moscow behind them on October 19, 1812, having prusued the phantom of victory over the immense Russian landscape for a succession of four bitter months, step by step to defeat.

7.

The milkweed plant, so common and ugly, is considered by man to be useless. Yet, the fine threads from this plant are the material from which an oriole builds its nest. In the course of twelve days the plant is shredded to pieces, but in its place a soft, grey sock hangs in a tree. Yet, in another few weeks, the oriole with her young has gone and the nest, now empty, seems useless.

As winter approaches, however, the nest might well again move with life, for a deer mouse can use it as a warm bed in which to hybernate. Throughout the winter storms the nest has enough remaining strength to cling to the trees while the mouse sleeps.

Then in spring after the mouse has gone, the nest, weakened with use, falls to the ground. For all appearances it now is nothing more than a shapeless mass rotting in the spring rains. Yet, soon a goldfinch very likely will be seen pecking at this supposed bit of waste, removing the milkweed threads to line a new nest of her own. Apparently, there is nothing in the eyes of nature which is so common or worn as to have no purpose.

APPENDIX D

OBSERVATION SHEET

Observation Sheet

Teacher______________________ Observer________________

Period_____________ Date____________________

1. Is reading being taught in the lesson? Yes____ No_____
   If not, what is the nature of instruction? listening, speaking, writing, other

   ____

   ____

2. If yes, is there instruction in reading for different purposes?

   (a) Which purpose or purposes? ______________
   (b) Is there strong emphasis on reading for a purpose? (Purpose brought out and worked upon?) Yes____ No_____
   Is there a weak emphasis? (Mentioned) Yes____ No_____
   (c) Is purpose being introduced? Yes____ No_____
   (d) Is the lesson an application of what has been previously taught? Yes____ No_____
   (e) Is there practice in reading for this purpose? Yes____ No_____
   (f) What is the nature of this practice? ____________

   ____

   ____

   (g) Was purpose set for assignment? Yes____ No_____

3. If instruction in reading for different purposes is not given, what is the nature of the instruction in reading?

   ____

   (a) Is there strong emphasis on reading? Yes____No____
   (Discussed or explained in any way.)
   (b) Is a new procedure being introduced? Yes____No____
   (c) Is the lesson an application of what has previously been taught? Yes____No____
   (d) Is there practice in reading? Yes____No____
   (e) What is the nature of this practice? ____________

   ____

   ____

4. How much time was given to instruction in reading? ________
   How much time was given to practice in reading? ________

5. Was practice in reading in isolation? Yes____No____
   Was practice in reading a part of the regular assignment? Yes____No____

6. What materials were used?______________________________

   ____

1. If there is instruction in (l,s,w,o:) for different purposes:

   (a) Which purpose or purposes: ____________
   (b) Is there strong emphasis on (listening, speaking, writing, other) for a purpose (Purpose brought out and worked upon?) Yes____ No____
   Is there a weak emphasis? (Mentioned) Yes____ No____
   (c) Is purpose being introduced? Yes____ No____
   (d) Is the lesson an application of what has been previously taught? Yes____ No____
   (e) Is there practice in (l,s,w,o) for this purpose? Yes____ No____
   (f) What is the nature of this practice? ____________
   ____
   (g) Is (l,s,w,o) for a purpose related to reading for that purpose during class? Yes____ No____
   (h) What materials were used? ________________
   ____
   (i) Was purpose set for assignment? Yes____ No____

2. If instruction in (l,s,w,o) for different purposes is not given:
   (a) What is the nature of the instruction in (l,s,w,o)?

   (b) Is the lesson (introductory, developmental, review)? (Underline)

   (c) What materials were used?____________________________
   ____

APPENDIX E

TABLES

TABLE 23

PER CENTS OF CORRECT RESPONSES ON THE READING INVENTORY

	Exper. Subjects		Control Subjects			Exper. Subjects		Control Subjects	
Item	Pre	Post	Pre	Post	Item	Pre	Post	Pre	Post
1	28	32	39	26	28	26	23	24	24
2	10	27	19	24	29	82	76	79	84
3	79	77	73	69	30	40	47	52	50
4	58	66	56	50	31	10	11	19	24
5	69	60	58	53	32	45	45	45	45
6	11	19	26	29	33	24	16	34	26
7	66	69	53	60	34	48	63	55	65
8	27	26	32	27	35	19	23	32	27
9	34	19	47	32	36	73	79	74	73
10	69	74	68	60	37	31	37	21	34
11	27	40	29	36	38	65	77	57	60
12	50	58	47	55	39	24	34	21	26
13	27	18	29	36	40	57	69	61	60
14	39	36	40	37	41	40	47	42	39
15	61	53	52	55	42	44	48	31	42
16	58	57	60	48	43	53	56	42	40
17	53	58	36	32	44	16	23	16	47
18	19	18	16	21	45	50	53	42	50
19	39	58	39	53	46	71	74	66	68
20	39	37	29	37	47	40	40	27	40
21	39	40	37	34	48	27	37	36	42
22	52	48	48	45	49	7	13	10	10
23	76	87	79	73	50	19	15	13	19
24	23	29	32	34	51	53	40	47	42
25	60	63	53	55	52	37	36	39	44
26	44	42	37	32	53	55	52	52	55
27	53	57	63	56	54	31	44	31	40

TABLE 24

PER CENTS OF SUBJECTS WHO DID NOT REREAD

Purpose	Experimental Subjects		Control Subjects	
	Pre-test	Post-test	Pre-test	Post-test
Details	27	35	45	46
Main idea	51	43	51	50
Sequence	37	38	56	62
Mood	54	46	53	67
Comparison	38	37	51	59
Fact and opinion	62	61	53	64
Cause and effect	58	48	54	64
Persuasion	59	64	72	70
Sensory imagery	58	59	56	67
Characterization	69	54	61	50
Anticipation	56	62	53	66
Generalization	48	59	58	66

TABLE 25

PER CENTS OF SUBJECTS WHO DID NOT SKIP

Purpose	Experimental Subjects		Control Subjects	
	Pre-test	Post-test	Pre-test	Post-test
Details	54	56	54	56
Main idea	61	66	64	66
Sequence	56	56	64	72
Mood	64	67	56	56
Comparison	56	70	62	66
Fact and opinion	67	70	67	64
Cause and effect	59	59	64	59
Persuasion	66	66	62	70
Sensory imagery	70	67	58	64
Characterization	72	75	61	48
Anticipation	72	67	56	72
Generalization	66	69	74	74

TABLE 26

PER CENTS OF SUBJECTS WHO RELATED IDEAS TO THEIR EXPERIENTIAL BACKGROUND

	Experimental Subjects				Control Subjects			
	Related ideas with something seen or done		Related ideas with something previously read		Related ideas with something seen or done		Related ideas with something previously read	
Purpose	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Details	11	11	13	25	9	8	12	14
Main idea	9	17	19	25	17	9	22	19
Sequence	17	22	16	41	16	11	25	38
Mood	16	22	12	17	19	12	22	12
Comparison	9	25	20	33	24	14	29	30
Fact and opinion	22	30	20	25	24	16	24	12
Cause and effect	12	14	37	35	17	4	46	27
Persuasion	16	25	22	24	20	29	12	20
Sensory imagery	38	38	20	24	25	43	20	19
Characterization	14	19	24	43	14	3	22	22
Anticipation	16	25	35	29	1	17	29	37
Generalization	12	12	27	32	12	12	14	32

TABLE 27

PER CENTS OF SUBJECTS REPORTING OTHER BEHAVIORS

Experimental Subjects

Purpose	Just Read		Memorized Details		Connected Ideas		Made Mental Pictures		Looked for Central Thought	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Details	15	8	55	62	29	30	60	66	26	19
Main idea	29	22	30	29	35	38	33	29	50	59
Sequence	32	12	54	77	38	43	50	46	22	17
Mood	25	29	41	22	29	33	61	64	37	33
Comparison	24	20	33	40	40	45	30	33	41	33
Fact/opin.	32	22	33	25	37	38	53	51	35	33
Cause/eff.	37	20	40	29	48	43	29	32	40	40
Persuasion	33	37	40	19	51	33	32	40	48	40
Sensory im.	27	33	35	19	38	38	75	70	25	32
Character.	33	35	33	24	40	33	62	62	50	38
Anticipat.	35	32	33	24	40	29	67	70	32	37
Generaliz.	33	33	43	25	43	40	45	50	51	53

PER CENTS OF SUBJECTS REPORTING OTHER BEHAVIORS

Control Subjects

Purpose	Just Read		Memorized Details		Connected Ideas		Made Mental Pictures		Looked for Central Thought	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Details	22	24	53	56	19	29	58	46	25	27
Main idea	35	29	40	22	48	46	35	19	62	66
Sequence	37	29	59	50	43	32	51	35	40	40
Mood	37	38	37	17	38	37	56	53	43	38
Comparison	41	30	43	37	45	48	32	33	41	33
Fact/opin.	41	40	38	29	45	40	60	48	40	33
Cause/eff.	38	41	43	37	54	50	35	20	48	41
Persuasion	51	43	32	24	41	48	46	46	48	54
Sensory im.	41	37	33	33	38	37	70	77	35	33
Character.	40	31	37	24	37	35	54	37	46	35
Anticipat.	43	41	40	27	48	33	59	69	40	37
Generaliz.	45	46	38	30	53	48	43	41	50	51

TABLE 28

PER CENTS OF CORRECT RESPONSES ON THE READING INVENTORY

Item	Exper. Students		Control Students		Item	Exper. Students		Control Students	
	Pre	Post	Pre	Post		Pre	Post	Pre	Post
1	.31	.30	.31	.31	28	.26	.24	.22	.21
2	.21	.39	.16	.28	29	.91	.84	.86	.83
3	.82	.76	.81	.78	30	.44	.57	.53	.48
4	.65	.73	.66	.66	31	.11	.20	.17	.22
5	.60	.60	.58	.58	32	.51	.56	.54	.51
6	.21	.26	.18	.23	33	.24	.20	.24	.18
7	.66	.69	.57	.61	34	.56	.55	.54	.51
8	.25	.26	.27	.28	35	.24	.25	.24	.20
9	.39	.22	.34	.27	36	.82	.75	.79	.73
10	.75	.77	.73	.76	37	.33	.30	.24	.27
11	.32	.43	.24	.27	38	.70	.72	.70	.69
12	.52	.58	.49	.52	39	.26	.36	.26	.29
13	.26	.27	.24	.30	40	.57	.65	.59	.56
14	.34	.33	.37	.32	41	.41	.46	.39	.44
15	.61	.70	.61	.57	42	.44	.45	.38	.40
16	.60	.61	.58	.56	43	.51	.48	.47	.49
17	.38	.40	.34	.40	44	.23	.28	.22	.31
18	.19	.17	.16	.16	45	.54	.48	.49	.51
19	.48	.57	.48	.56	46	.79	.76	.75	.72
20	.40	.39	.31	.42	47	.41	.38	.37	.36
21	.42	.40	.36	.36	48	.30	.33	.27	.26
22	.56	.55	.55	.52	49	.06	.11	.07	.12
23	.86	.80	.83	.77	50	.17	.17	.14	.18
24	.28	.38	.36	.36	51	.51	.46	.47	.52
25	.57	.66	.57	.61	52	.47	.48	.42	.42
26	.41	.41	.36	.38	53	.55	.54	.55	.53
27	.63	.63	.60	.58	54	.42	.39	.38	.34

TABLE 29

PER CENTS OF HONOR STUDENTS WHO DID NOT REREAD

Purpose	Experimental Students		Control Students	
	Pre-test	Post-test	Pre-test	Post-test
Details	23	20	42	39
Main idea	47	40	66	69
Sequence	30	47	39	33
Mood	57	47	78	66
Comparison	37	40	51	51
Fact and opinion	47	43	60	63
Cause and effect	43	33	63	51
Persuasion	40	40	72	84
Sensory imagery	50	50	66	72
Characterization	43	47	75	72
Anticipation	33	53	54	81
Generalizations	47	43	72	54

TABLE 30

PER CENTS OF HONOR STUDENTS WHO DID NOT SKIP WHEN THEY READ

Purpose	Experimental Students		Control Students	
	Pre-test	Post-test	Pre-test	Post-test
Details	80	67	72	54
Main idea	86	60	76	66
Sequence	80	63	69	66
Mood	73	83	69	69
Comparison	73	80	72	54
Fact and opinion	76	73	69	69
Cause and effect	73	60	75	72
Persuasion	80	70	63	69
Sensory imagery	86	76	63	69
Characterization	86	70	66	57
Anticipation	86	76	69	60
Generalizations	80	80	78	69

TABLE 31

PER CENTS OF HONORS STUDENTS WHO RELATED IDEAS TO THEIR EXPERIENTIAL BACKGROUND

	Experimental Students				Control Students			
	Related ideas with something seen or done		Related ideas with something previously read		Related ideas with something seen or done		Related ideas with something previously read	
Purpose	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Details	14	36	13	33	21	29	33	21
Main idea	43	47	40	43	30	30	30	30
Sequence	39	61	37	57	24	53	24	54
Mood	32	32	30	30	21	21	21	21
Comparison	43	50	40	47	21	32	21	33
Fact and opinion	57	39	53	50	24	24	24	24
Cause and effect	57	64	53	60	62	56	63	57
Persuasion	21	29	20	27	12	21	12	21
Sensory imagery	29	21	27	20	24	21	24	21
Characterization	32	29	30	27	30	38	30	39
Anticipation	32	50	30	47	27	35	27	24
Generalizations	22	36	20	33	12	53	12	54

TABLE 32

PER CENTS OF HONORS STUDENTS REPORTING OTHER READING BEHAVIORS

Experimental Students

Purpose	Just Read		Memorized Details		Connected Ideas		Made Mental Pictures		Looked for Central Thought	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Details	18	14	71	65	13	27	86	87	39	18
Main idea	25	14	24	9	40	43	39	36	89	89
Sequence	18	14	62	59	30	40	89	75	18	14
Mood	14	25	21	3	33	27	79	72	46	54
Comparison	25	14	38	21	37	40	39	46	43	29
Fact/opin.	25	28	24	9	40	33	62	69	50	32
Cause/eff.	21	21	41	27	50	47	32	32	50	32
Persuasion	25	21	15	3	37	30	32	50	57	64
Sensory im.	35	21	12	3	23	20	100	96	18	32
Character.	25	32	15	0	30	30	57	75	72	54
Anticipat.	18	32	26	3	30	27	96	100	36	36
Generaliz.	25	21	18	9	43	47	43	57	79	97

Control Students

Purpose	Just Read		Memorized Details		Connected Ideas		Made Mental Pictures		Looked for Central Thought	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Details	15	11	57	86	33	33	82	74	18	26
Main idea	32	32	18	11	66	66	30	6	88	88
Sequence	21	29	46	64	42	33	68	62	18	6
Mood	27	56	14	0	42	45	76	68	26	47
Comparison	32	56	43	43	60	51	47	38	23	29
Fact/opin.	32	56	14	11	54	51	65	68	35	44
Cause/eff.	30	44	18	32	75	45	27	21	47	44
Persuasion	35	59	14	4	63	45	44	44	56	56
Sensory im.	44	56	7	14	42	36	85	79	35	23
Character.	47	41	7	11	54	57	65	65	47	49
Anticipat.	47	62	21	7	57	42	80	82	42	29
Generaliz.	32	41	14	25	84	57	53	38	77	77

TABLE 33

PER CENTS OF REGULAR STUDENTS WHO DID NOT REREAD

Purpose	Experimental Students		Control Students	
	Pre-test	Post-test	Pre-test	Post-test
Details	30	34	38	47
Main idea	49	53	54	57
Sequence	37	44	46	53
Mood	63	55	61	68
Comparison	46	54	54	61
Fact and opinion	63	60	61	63
Cause and effect	46	57	63	62
Persuasion	62	68	68	72
Sensory imagery	63	65	64	71
Characterization	67	63	70	68
Anticipation	56	72	62	78
Generalizations	56	60	65	70

TABLE 34

PER CENTS OF REGULAR STUDENTS REPORTING OTHER BEHAVIORS

Experimental Students

Purpose	Just Read		Memorized Details		Connected Ideas		Made Mental Pictures		Looked for Central Thought	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Details	25	18	70	72	30	27	71	65	31	30
Main idea	30	27	28	26	48	49	28	20	69	75
Sequence	30	21	55	64	36	48	58	58	27	18
Mood	42	36	29	17	35	36	67	61	47	43
Comparison	35	29	38	42	50	54	36	37	34	35
Fact/opin.	39	32	35	28	49	42	53	55	45	42
Cause/eff.	38	32	45	31	53	47	34	28	53	43
Persuasion	44	45	29	19	48	44	35	36	56	53
Sensory im.	37	35	28	23	44	39	81	83	42	32
Character.	42	35	32	24	49	49	68	56	54	47
Anticipat.	38	36	30	20	46	42	75	80	39	41
Generaliz.	38	35	36	29	52	50	48	45	58	53

Control Students

Purpose	Just Read		Memorized Details		Connected Ideas		Made Mental Pictures		Looked for Central Thought	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Details	29	23	63	66	26	16	74	57	31	25
Main idea	34	32	38	23	41	33	38	18	71	73
Sequence	33	27	57	60	38	31	67	38	43	18
Mood	37	38	29	16	37	26	67	60	37	37
Comparison	34	31	42	33	45	43	35	31	47	23
Fact/opin.	41	36	35	23	41	32	59	50	52	34
Cause/eff.	39	38	40	34	49	35	33	20	59	38
Persuasion	45	42	30	19	45	38	35	28	38	48
Sensory im.	38	35	34	23	39	31	79	79	51	26
Charact.	42	38	33	23	47	35	66	34	43	41
Anticipat.	42	39	34	23	43	31	70	69	50	30
Generaliz.	43	42	39	26	49	38	51	42	41	39

TABLE 35

PER CENTS OF REGULAR STUDENTS WHO DID NOT SKIP WHEN THEY READ

Purpose	Experimental Students		Control Students	
	Pre-test	Post-test	Pre-test	Post-test
Details	66	64	70	68
Main idea	68	62	71	67
Sequence	63	66	70	66
Mood	69	61	76	62
Comparison	64	61	70	66
Fact and opinion	69	66	76	68
Cause and effect	69	67	72	65
Persuasion	76	70	76	71
Sensory imagery	74	69	75	71
Characterization	75	70	75	68
Anticipation	76	74	74	74
Generalizations	77	74	76	73

TABLE 36

PER CENTS OF REGULAR STUDENTS WHO RELATED IDEAS TO THEIR EXPERIENTIAL BACKGROUND

	Experimental Students				Control Students			
	Related ideas with something seen or done		Related ideas with something previously read		Related ideas with something seen or done		Related ideas with something previously read	
Purpose	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Details	13	9	14	23	16	9	15	13
Main idea	14	16	25	22	17	17	22	17
Sequence	8	17	20	50	30	17	20	46
Mood	19	18	15	21	20	16	15	18
Comparison	15	23	24	32	19	15	24	34
Fact and opinion	17	21	25	21	15	17	21	15
Cause and effect	10	13	38	34	12	8	33	27
Persuasion	20	29	20	28	18	24	12	19
Sensory imagery	37	35	22	19	29	32	17	19
Characterization	18	16	26	28	13	11	25	30
Anticipation	22	19	28	27	15	18	27	26
Generalizations	14	14	21	30	13	10	16	27

BIBLIOGRAPHY

Books and Articles

Anderson, Irving H. "Studies in the Eye-Movements of Good and Poor Readers," *Studies in Psychology of Reading, I.* (University of Iowa Studies in Psychology, No. 21; Psychological Monographs, Vol. XLVII, No. 3.) Princeton, N.J.: Psychological Review Co., 1937. Pp. 1-35.

Artley, A. S. "General and Specific Factors in Reading Comprehension," *Journal of Experimental Education*, XVI (March, 1948). 181-86.

Baker, William D. *Reading Skills*. Englewood Cliffs: Prentice-Hall, Inc., 1953.

Betts, Emmett Albert. *Foundations of Reading Instruction*. New York: American Book Company, 1946.

Black, E. L. "The Difficulties in Training College Students in Understanding What They Read," *British Journal of Educational Psychology*, XXIV (February, 1954), 17-31.

Bond, Guy L., and Bond, Eva. *Developmental Reading in the High School*. New York: The Macmillan Company, 1941.

Carillo, Lawrence W., and Sheldon, William D. "The Flexibility of Reading Rate," *Journal of Educational Psychology*, XLIII (May, 1952), 299-305.

Carlson, Thorsten R. "The Relationship between Speed and Accuracy of Comprehension," *Journal of Educational Research*, XLII (March, 1949), 500-12.

Carroll, Robert P. *An Experimental Study of Comprehension in Reading*. (Teachers College Contributions to Education, No. 245.) New York: Bureau of Publications, Teachers College, Columbia University, 1926.

Carter, Homer J., and McGinnis, Dorothy J. *Effective Reading for College Students*. New York: The Dryden Press, 1957.

Corbin, Richard K., and Perrin, Porter G. *Guide to Modern English*. Chicago: Scott, Foresman and Company, 1955.

Dale, Edgar, and Chall, Jeanne. "A Formula for Predicting Readability," *Educational Research Bulletin*, XXVII (January 21 and February 18, 1948), 11-20, 37-54.

DeBoer, John J. "Effect of Purpose on Reading and on the Kinds of Guidance Needed," *Improving Reading in the Content Fields*, (Supplementary Educational Monographs, No. 62. Chicago: The University of Chicago Press, 1947.

DeBoer, John J., and Dallmann, Martha. *The Teaching of Reading*. New York: Henry Holt and Company, 1960.

Fay, Leo C. "How Can We Develop Reading Study Skills for the Different Curriculum Areas?" *The Reading Teacher*, VI (March, 1953), 12-18.

Fay, Leo C. *What Research Says to the Teacher*: *Reading in the High School*, No. 11. Washington, D. C.: Department of Classroom Teachers, American Educational Research Association of the National Education Association, September, 1956.

Gates, Arthur I. "Character and Purposes of the Yearbook," *Reading in the Elementary School*. Forty-eighth Yearbook, Part II, National Society for the Study of Education. Chicago: University of Chicago Press, 1949. Pp. 1-9.

________. *The Improvement of Reading*, New York: The Macmillan Company, 1950.

Glock, Marvin. "Developing Clear Recognition of Pupil Purposes for Reading," *The Reading Teacher*, XI (February, 1958), 165-70.

________. *The Improvement of Reading*, Cambridge, Mass.: Houghton Mifflin Company, 1954, Pp. 33-34.

Gray, Clarence Truman. *Types of Reading Ability as Exhibited through Tests and Laboratory Experiments*. (Supplementary Educational Monographs, No. 5.) Chicago: Department of Education, University of Chicago, 1917.

Gray, William S. "Essential Objectives of Instruction in Reading," Report of the National Committee on Reading. Twenty-fourth Yearbook, Part I, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Company, 1925. Pp. 9-19.

________. "The Importance of Intelligent Silent Reading," Elementary School Journal, XXIV (January, 1924), 348-56.

________. "The Major Aspects of Reading," Sequential Development of Reading Abilities. (Supplementary Educational Monographs, No. 90.) Chicago: University of Chicago Press, 1960. Pp. 8-24.

________. Chairman, Yearbook Committee. "The Nature and Development of Reading," Reading in High School and College. Forty-seventh Yearbook, Part II, National Society for the Study of Education. Chicago: University of Chicago Press, 1948. Pp. 27-45.

________. "The Nature and Organization of Basic Instruction in Reading," The Teaching of Reading: A Second Report. Thirty-sixth Yearbook, Part I, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Company, 1937. Pp. 65-131.

________. "Reading," Survey of the St. Louis Public Schools, II, Part IV (Yonkers-on-Hudson, New York: World Book Co., 1918), 117-86.

________. "The Relation between Study and Reading," Addresses and Proceedings of the National Education Association. Washington, D. C.: National Education Association, 1919, LVII, 580-86.

Guilford, J. P. Psychometric Methods. New York: McGraw Hill, 1954.

Herculane, Sister M., O.S.F. "A Survey of the Flexibility of Reading Rates and Techniques According to Purpose," Journal of Developmental Reading, IV (Spring, 1961), 207-10.

Horn, Ernest. "The Relation of Silent Reading to Efficiency in Study," American Education, XXIII (April, 1920), 348-51.

Huey, Edmund B. The Psychology and Pedagogy of Reading. New York: The Macmillan Company, 1908.

Husbands, K. L., and Shores, J. Harlan. "Measurement of Reading for Problem Solving: A Critical Review of the Literature," Journal of Educational Research, XLIII (February, 1950), 454-55.

Judd, Charles Hubbard, and Buswell, Guy Thomas. Silent Reading: A Study of the Various Types. (Supplementary Educational Monographs, No. 23.) Chicago: University of Chicago Press, 1922.

Leary, Bernice E. "The Role of Reading in the Content Fields," Improving Reading in Content Fields. (Supplementary Educational Monographs, No. 62.) Chicago: University of Chicago Press, 1947. Pp. 10-13.

Leedy, Paul D. Reading Improvement for Adults. New York: McGraw-Hill Book Company, Inc., 1956.

Letson, Charles T. "The Relative Influence of Material and Purpose on Reading Rates," Journal of Educational Research, LII (February, 1959), 238-40.

Lindquist, E. F. Design and Analysis of Experiments in Psychology and Education. Boston: Houghton Mifflin Company, 1953. Pp. 164-78, 319-25.

McDonald, Arthur S. "A Reading Versatility Inventory," Significant Elements in College and Adult Reading Improvement. Seventh Yearbook, National Reading Conference. Ft. Worth: Texas Christian University Press, 1958. Pp. 48-59.

McKee, Paul. The Teaching of Reading in the Elementary School. Cambridge: Houghton Mifflin Company, 1948.

Miller, Lyle L. Maintaining Reading Efficiency. New York: Holt, Rinehart and Winston, 1959.

O'Brien, John Anthony. Reading, Its Psychology and Pedagogy. New York: The Century Co., 1926.

Russell, David H. Children Learn to Read. Boston: Ginn and Company, 1961.

Shaw, Philip B. Effective Reading and Learning. New York: Thomas Y. Crowell Company, 1955.

Sheldon, William D. "Diagnostic Techniques and Tools," *Exploring the Goals of College Reading Programs*. Fifth Yearbook, Southwest Reading Conference for Colleges and Universities. Fort Worth: Texas Christian University, 1955. Pp. 116-18.

Shores, J. Harlan. "Are Fast Readers the Best Readers? -- A Second Report," *Elementary English*, XXXVIII (April, 1961), 236-45.

________. "Reading of Science for Two Separate Purposes as Perceived by Sixth Grade Students and Able Adult Readers," *Elementary English*, XXXVII (November, 1960), 461-68.

________. "Reading Science Materials for two Distinct Purposes," *Elementary English*, XXXVII (December, 1960), 546-52.

________. "Some Considerations of Invalidities of General Reading Tests," *Journal of Educational Research*, XL (February, 1947), 448-57.

Shores, J. Harlan, and Husbands, Kenneth L. "Are Fast Readers the Best Readers?" *Elementary English*, XXVII (January, 1950), 52-57.

Smith, Dora V. "Effect on Interpretation of the Reader's Purpose, the Author's Purpose, and the Types of Material Read," *Reading in Relation to Experience and Language*. (Supplementary Educational Monographs, No. 58.) Chicago: University of Chicago Press, 1944. Pp. 94-99.

Smith, G. Milton. *A Simplified Guide to Statistics for Psychology and Education*. New York: Rinehart and Company, Inc., 1960.

Smith, Helen K. "Sequence in Comprehension," *Sequential Development of Reading Abilities*. (Supplementary Educational Monographs, No. 90.) Chicago: University of Chicago Press, 1960. Pp. 51-56.

Spache, George. "Diagnostic Tools," *Exploring the Goals of College Reading Programs*. Fifth Yearbook, Southwest Reading Conference for Colleges and Universities. Fort Worth: Texas Christian University, 1955. Pp. 121-23.

________. "Improving Reading Skills in the Subject Matter Areas," *Significant Elements in College and Adult Reading Improvement*. Seventh Yearbook, National Reading Conference for Colleges and Adults. Fort Worth: Texas Christian University Press, 1958. Pp. 30-38.

________. *Toward Better Reading*. Champaign: Garrard Publishing Company, 1963.

Strang, Ruth, McCullough, Constance M., and Traxler, Arthur E. *The Improvement of Reading*. New York: McGraw-Hill Company, Inc., 1961.

Thorndike, Edward L. "Reading as Reasoning: A study of Mistakes in Paragraph Reading," *Journal of Educational Psychology*, VIII (June, 1917), 323-32.

Tinker, Miles A. "Rate of Work in Reading Performance as Measured in Standardized Tests," *Journal of Educational Psychology*, XXXVI (April, 1945), 217-28.

Tinker, Miles A., and McCullough, Constance M. *Teaching Elementary Reading*. 2d edition. New York: Appleton-Century-Crofts, Inc., 1962.

Torrance, E. Paul, and Harmon, Judson A. "Effects of Memory, Evaluative, and Creative Reading Sets on Test Performance," *Journal of Educational Psychology*, XLII (August, 1961), 207-14.

Walker, Helen M., and Lev, Joseph. *Statistical Inference*. New York: Holt, Rinehart and Winston, 1953.

Walker, Robert Y. "The Eye-Movements of Good Readers," University of Iowa Studies in Psychology, No. 17; (Psychological Monographs, Vol. XLIV, No. 3.) Princeton, N. J.: Psychological Review Company, 1932. Pp. 95-117.

Wheat, Harry Grove. *The Teaching of Reading*. Boston: Ginn and Company, 1923.

Whipple, Gertrude. "Issues Relating To, and Principles Underlying an Adequate Reading Program in the Primary Grades: Reading in Other School Activities," *Co-operative Effort in Schools to Improve Reading*. (Supplementary Educational Monographs, No. 56.) Chicago: University of Chicago Press, September, 1942. Pp. 53-59.

Witty, Paul. "Promoting the Normal Development of Pupils in Reading: In High Schools and Junior Colleges," Co-operative Effort in Schools to Improve Reading. (Supplementary Educational Monographs, No. 56.) Chicago: University of Chicago Press, September, 1942. Pp. 246-51.

________. Reading in Modern Education. Boston: D. C. Heath and Co., 1949.

Yoakam, Gerald Alan. Reading and Study. New York: The Macmillan Company, 1928.

Unpublished Materials

Koester, Paul William. "Reading Science Materials for Two Specific Purposes at the Sixth Grade Level," Unpublished Ed.D. dissertation, Department of Education, University of Illinois, 1960.

Letson, Charles T. "The Construction and Evaluation of a Test to Measure the Flexibility of Reading Rate," Unpublished Ed.D. dissertation, Boston University, 1956.

Roossinek, Esther Pauline. "Purposeful Reading of Science Materials by Scientists and Children." Unpublished Ed.D. dissertation, Department of Education, University of Illinois, 1960.

Smith, Helen K. "The Responses of Good and Poor Readers When Asked to Read for Different Purposes." Unpublished Ph.D. Dissertation, University of Chicago, 1965.

Snavely, Alberta Eloise. "The Effectiveness of Purpose Statements and Marginal Notes as Aids to Reading Comprehension." Unpublished Ph.D. dissertation, Department of Education, University of Iowa, 1961.

Troxel, Vernon Earl. "Reading Eighth Grade Mathematical Materials for Selected Purposes." Unpublished Ed.D. dissertation, Department of Education, University of Illinois, 1959.

Tests

Cooperative English Tests: Technical Report. Princeton, New Jersey: Educational Testing Service, 1960.

Greene, H. A., Jorgensen, A. N., and Kelley, V. H. Iowa Silent Reading Tests, New Edition. Advanced Test, Form A.M. Yonkers-on-Hudson, New York: World Book Company, 1943.

Otis, Arthur S. Otis Quick-Scoring Mental Ability Tests. New edition. Gamma Test; Form EM. Yonkers-on-Hudson, New York: World Book Company, 1933.

Derrick, Clarence, Harris, David P., and Walker, Biron. Cooperative English Tests: Reading Comprehension, Forms 2A and 2B. Princeton, New Jersey: Educational Testing Service, 1960.